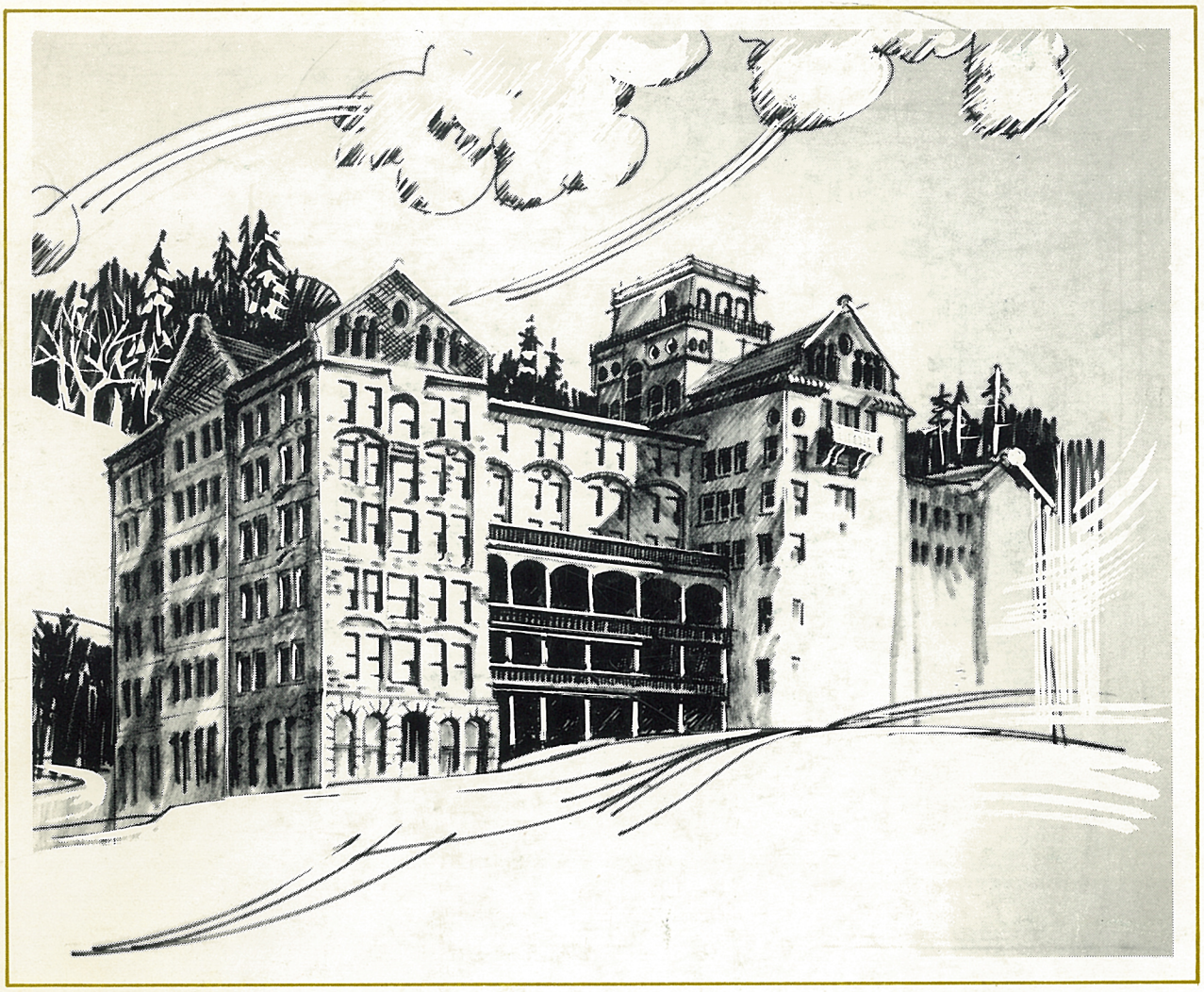

the GRADUATE CATALOGUE

mansfield

MANSFIELD STATE COLLEGE

the GRADUATE CATALOGUE

1976 ~ 1977

mansfield

MANSFIELD STATE COLLEGE
MANSFIELD, PENNSYLVANIA 16933

Mansfield State College is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, national origin, ancestry, sex or age.

Mansfield State College

Is Accredited By

The Middle States Association Of Colleges

And Secondary Schools

And By

The National Association Of

Schools Of Music

Responsibility rests with the student to familiarize himself with the policies, procedures, and regulations in this catalog and to insure that all requirements which are applicable to him are satisfied according to schedule.

MANSFIELD STATE COLLEGE

THE COLLEGE

The ultimate goal of the college is to provide for its students the opportunity for the richest possible educational experience - a life segment which will most ably fit him to fill the role of contributor during his adult life. "Education" is interpreted as the summation of experiences which modify the behavior and attitudes of the individual - thus, academic disciplines, participation in undergraduate government, student activities and social experiences all represent valued influences.

A history of institutional development of the college reflects not only a prevading belief in the worth of the individual student, but also a sensitivity to the changing requirements of the modern world. A spiraling emphasis on the benefits of higher education to a larger proportion of secondary school graduates has been accorded impetus to the emerging multipurpose concept of Mansfield State College.

Today's college has discarded the ideology of "terminal education." The present curricular of professional studies, arts and sciences, and graduate studies provide cultural enrichment, in-depth investigation of major areas and necessary background which enable the student to live a more effective life, accept a vocational opportunity upon achieveing the plateau marked by the awarding of a degree, and engage in continuing educational pursuits.

This college welcomes qualified students, faculty, and staff from all racial, religious, nationality, and socio-economic backgrounds.

It is the belief of the trustees, administrators and faculty of Mansfield State College that the quality of vision shall continually place the college in the situation of institutional growth in which yet-to-be-fulfilled aims extend beyond the current state of progress.

THE COMMUNITY

The Borough of Mansfield is located in Tioga County in the heart of Pennsylvania's beautiful Northern Tier. A residential community, its pleasant streets are lined with the harmonious mixture of well-kept traditional homes, modern dwellings, and apartment complexes which denotes the blending of history and current vitality.

The region is characterized by hills, forests, and farmlands and is noted for unexcelled hunting and fishing. Opportunities for outdoor activities are highlighted by scenic grandeur of the sports center at Denton Hill State Park, and the beach and boating facilities at Hills Creek Lake State Park - all of which lie nearby.

The Borough is situated at the junction of U.S. Routes 6 and 15. It is about 35 miles from the Chemung County (N.Y.) Airport, 20 miles from the Grand Canyon State Airport near Wellsboro, and 31 miles from each of the New York rail centers of Elmira and Corning.

ACADEMIC CALENDAR

1976 - 1977

SUMMER SCHOOL - 1976

First Session	June 7 - June 25
Second Session	June 28 - August 6
Third Session	August 9 - August 27

FALL SEMESTER - 1976

Faculty Orientation	September 3
Registration	September 7
Classes Begin	September 8
Thanksgiving Break	November 25 - November 28
Special Class Schedule/Final Exams	December 17 - December 21
Semester Grades Due	December 23

SPRING SEMESTER - 1977

Registration	January 17
Classes Begin	January 18
Spring Break	March 25 - April 4
Special Class Schedule/Final Exams	May 9 - 12
Commencement	May 14

1977 - 1978

SUMMER SCHOOL - 1977

First Session	June 6 - June 24
Second Session	June 27 - August 5
Third Session	August 8 - August 26

THE GRADUATE DIVISION

On December 21, 1965, the State Council of Education of the Commonwealth of Pennsylvania authorized Mansfield State College to inaugurate a program of graduate studies and to confer the Master of Education degree. The program was initiated with the opening of the regular summer session in 1966.

Programs of study are offered in the following areas:

Master of Arts (M.A.)

English
Community Psychology
History
Human Experimental Psychology
Music

Master of Science (M.S.)

Music

Master of Education (M.Ed.)

Elementary Education
English
History
Mathematics
Music
Special Education

State Certification

Reading Specialist

ACADEMIC REGULATIONS

BEGINNING GRADUATE STUDY

Upon admission to graduate study a student may elect any graduate course for which he has the necessary prerequisites and which he feels is relevant to his academic and professional needs.

If a student should later decide that he would like to become a candidate for a graduate degree at Mansfield State College, he will be subject to further candidacy and degree requirements as listed in this catalog. At the time the student wishes to change, he must file a candidacy application to a particular degree program. Consideration of the application will include a review of all graduate courses completed as well as additional requirements stipulated by the major department and the Graduate Council.

A student has no prior certainty that any or all of the courses taken in non-degree status will be applicable to a degree program. Decisions on the inclusion of such courses to satisfy degree requirements will be based upon evaluations of the academic grades earned, the relationship of the subject matter to the student's background and preparation, and the intent of the desired degree program.

A student should note carefully at the time of his admission to graduate study the general requirements for admission to graduate degree candidacy and the particular requirements of the major program of study he plans to follow.

REQUIREMENTS FOR ADMISSION TO GRADUATE CLASSES

1. The applicant must present a Bachelor's degree from a college or university accredited by the National Council for Accreditation of Teacher Education, or the Middle States Association of Colleges and Secondary Schools (or the appropriate regional accrediting agency.)

2. An applicant for one of the degrees in music will present evidence of musical maturity in a formal audition before the Graduate Committee of the Music Department.

NON-DEGREE PROGRAM

An applicant for admission to the Graduate Division may elect to pursue a non-degree program in which he may take graduate courses for professional certification, personal improvement, or other reasons of his own. Non-degree students will follow the same procedures as degree students in applying for admission to graduate courses.

If a student enters the Graduate Division to take courses in a non-degree status and then later wishes to change to a degree program, he may do so, subject to the requirements for admission to the degree program. At the time the student wishes to change, he must apply to the degree program. Consideration of the application will include a review of all graduate courses completed.

ADMISSION OF UNDERGRADUATE STUDENTS

An undergraduate student at Mansfield State College may be admitted to the Graduate Division if he satisfies the requirements for admission with full graduate standing, except for having the bachelor's degree, and if he is within twelve semester hours of having satisfied all of the requirements for the bachelor's degree. The total load of courses, undergraduate and graduate, may not exceed fifteen semester hours. In no case will graduate credit actually be awarded until the bachelor's degree has been conferred. Admission under these conditions will be in conditional status.

PROCEDURES FOR ADMISSION TO GRADUATE PROGRAMS

A. Each applicant will file with the Dean of Graduate Studies an application for admission to graduate study. Application forms and Graduate Catalogs may be obtained by writing to the Dean of Graduate Studies.

B. At the time a student begins his graduate work at Mansfield State College, the student should consider the possibility of applying these courses toward a Master's degree.

1. The applicant should notify institutions at which he has taken undergraduate work to send an official transcript directly to the Dean of Graduate Studies at Mansfield State College. It is not necessary to request transcripts of work taken at Mansfield.

2. He should consult with his major department regarding possible prerequisites for courses offered by a given department.

3. He should consult with his major department to insure that he can remove any deficiencies prior to the time he applies for admission to candidacy.

4. A student may need departmental approval or the consent of an instructor before he can enroll in certain courses offered by a department.

5. Departments recommend that a student enroll for the introductory 500 course as early as possible.

6. As early in his graduate study as possible, preferable within the first six hours of work, a student should take any tests required by the department for degree candidacy. The department will utilize these scores in assisting the student in planning future graduate studies at Mansfield State College.

ADMISSION TO DEGREE CANDIDACY

I. GENERAL GRADUATE DIVISION CANDIDACY REQUIREMENTS

1. The applicant shall file with the Dean of Graduate Studies an official application for admission to candidacy.

2. An application fee of $10.00 payable to the Commonwealth of Pennsylvania must accompany the candidacy application. (This does not apply to those students who paid an application fee of $10.00 upon entering graduate study at Mansfield.) This fee is not refundable and is not credited toward course fees.

3. The applicant must apply for degree candidacy prior to the completion of 15 graduate credits at Mansfield. The introductory 500 Course and one additional required course in the major field of concentration should be completed prior to application for candidacy. A maximum of 9 semester hours of approved off-campus Mansfield State College graduate credit may be included.

4. The applicant shall have maintained a grade point average of not less than 3.0 in all graduate courses.

5. In addition to an applicant's record in graduate courses taken at MSC and scores from departmentally approved standardized tests, the department will also consider an applicant's overall undergraduate record and his record in the area of specialization at the undergraduate level. Individual departments may use additional evaluative instruments designed to evaluate the applicant's knowledge and general competency in the area of specialization.

6. Any deficiencies identified by the student's major department must be removed by the student prior to admission to candidacy.

7. Application for degree candidacy must be accompanied by a statement indicating that a program of studies has been planned for the student showing a purposeful direction in the course selection for the entire program. This statement should bear three signatures: student, advisor, and chairperson.

8. If a proposed degree program is to include course work to be transferred from other graduate schools, the applicant must request an official transcript of such work to be sent directly to the Dean of Graduate Studies.

9. Admission to candidacy requires first the approval of the major department and the the Dean of Graduate Studies, acting on behalf of the Graduate Council. Should a question arise concerning an applicant for candidacy, the matter would be referred to the Graduate Council for future review and final action. Mere minimum satisfaction of quantitative requirements does not guarantee approval of the candidacy application.

SPECIFIC PROGRAM CANDIDACY REQUIREMENTS

I. MASTER OF EDUCATION CANDIDACY

1. Elementary Education

A. Students should score at or above the 50th percentile on the Miller's Analogies Test.

B. Those students who score between the 25th and 50th percentile are requested to have an entrance interview with members of the graduate faculty of the Department of Elementary Education.

C. At the time individuals are interviewed by the department interview committee, the following information will be reviewed:

1. the student's undergraduate program of studies
2. the student's undergraduate grade point average
3. the student's teaching experiences
4. the student's score on the Miller's Analogies Test, Graduate Record Examination, or other standardized tests
5. the student's work in graduate level courses
6. the student's interests in graduate studies (proposed program of studies)

2. Music Education

In determining admission to candidacy for the M.Ed. degree in Music Education, candidates will take the National Teacher Examination, Music Education Area. Students must score at the 50th percentile or more. They may take the test up to three times to achieve the score.

3. Mathematics - History - English (M.Ed.)

A. Each candidate must submit an application for degree candidacy to the M.Ed. Graduate Review Committee, composed of faculty members holding graduate school status and designated graduate faculty members from each academic discipline.

B. A candidate should score at the 50th percentile on the appropraite NTE in the major area with the provision that if that student has already taken the Advanced Test on the GRE and achieved an acceptable score he/she would not have to take the NTE.

C. Applicants must submit evidence of 13 semester hours of undergraduate professional education. Such evidence should include an educational field experience (peace corps, student teaching, internships, etc.). Applicants failing to meet this prerequisite will be required to take additional course work and/or field experience prior to acceptance as a degree candidate.

D. Mathematics applicants shall have completed not less than six semester hours on on-campus graduate mathematics courses, and shall have completed MA 500 if the course has been scheduled prior to application for candidacy.

4. Special Education

Students who have earned an undergraduate GPA of 2.0 - 2.74 -

A. Must demonstrate outstanding graduate work (based on graduate GPA and/or recommendations of the graduate faculty.)

B. Must score at least at the 45th percentile on the Miller Analogies Test, with one standard error of measurement. The student may take the MAT twice, if necessary.

C. Must score at the 50th percentile (with one standard error of measurement) on the Advanced Test in Education of the Graduate Record Examination. If a student fails to achieve this score after two attempts, the student may choose to take the National Teachers Examination, and must achieve at the 50th percentile on that exam. In any case, the student is limited to three attempts.

Students who earned an undergraduate GPA of 2.75 or higher -

A. Must demonstrate outstanding work (based on graduate GPA and/or recommendations of the graduate faculty.

B. Must score at the 50th percentile (with one standard error of measurement) on the Advanced Test in Education on the Graduate Record Examination. If a student fails to achieve this score after two attempts, the student may choose to take the Miller Analogies Test for consideration by the Graduate Faculty of the department. It is expected that the student will achieve at least at the 45th percentile on the MAT.

II. MASTER OF SCIENCE CANDIDACY

Music

MS candidates will achieve a satisfactory score on either the NTE in Music of the GRE Advanced Test in Music. The appropriate examination, depending upon the student's major field of emphasis in his degree program, will be determined by his departmental advisor. The candidate must score at the 50th percentile on either the NTE or the GRE exam.

III. MASTER OF ARTS CANDIDACY

1. English

Prior to applying for admission to degree candidacy, the applicant shall have on file in the Graduate Division Office scores of the Advanced Test in the GRE (Literature in English). An official transcript of all undergraduate work taken by the candidate must also be on file in the Graduate Office. The candidate must score at the 50th percentile or above on the Graduate Record Exam. They may take the test up to three times to achieve that score.

2. History

Prior to applying for admission to degree candidacy, the applicant shall have on file in the Graduate Division Office scores of the Advanced Test in the GRE (History). An official transcript of all undergraduate work taken by the candidate must also be on file in the Graduate Office. The candidate must score at the 50th percentile or above on the Graduate Record Exam. They may take the test up to three times to achieve that score.

3. Music

MA candidates in Music will achieve a satisfactory score on the Graduate Record Examination, Advanced Test in Music. An official transcript of all undergraduate work taken by the candidate must also be on file in the Graduate Office. The candidate must score at the 50th percentile or above on the Graduate Record Exam. They may take the test up to three times to achieve that score.

DEGREE PROGRAM

The Master of Education degree or Master of Arts degree will be granted only upon:

1. Unqualified admission to candidacy for a specified degree.

2. Completion of a graduate program of study totaling not less than 30 semester hours of credit in the thesis program or not less than 33 semester hours of credit in the non-thesis program, including courses prescribed in the applicable curriculum and courses specified in the program of study developed by the student's advisory committee. Students may find it necessary to earn more than the minimum number of credits before they will be considered ready for the degree. Mansfield State College is not committed to grant a degree upon the completion of 30-33 credits.

3. A department may require evidence of satisfactory completion of a foreign language requirement.

4. Submission and approval of the thesis, research, project, creative project, or presentation of a graduate recital in the 30 credit program.

5. Completion of all graduate courses with a grade of "C" or better and with a total quality point average of 3.0 (B) or better.

6. Satisfactory performance on written and/or oral examinations conducted by the student's advisory committee. The department is given complete latitude in determining final examination requirements.

COURSE LOAD

During the summer session a graduate student may earn a maximum of twelve semester hours. This includes semester hours of graduate credit as well as credit earned in undergraduate courses necessary for the removal of deficiencies. Maximum credit hour load during the regular academic year is fifteen semester hours each semester.

ACADEMIC CALENDAR

The official calendar for the Graduate Program lists the class meeting date for each session. This calendar is distributed to faculty and posted on the official bulletin boards every semester.

TIME LIMIT

All requirements for the Master's degree must be completed within a five-year period immediately preceding the date on which the degree is to be conferred. In very unusual circumstances, this period of time may be extended. If an extension of time is desired, written application should be made to the Dean of Graduate Studies.

RESIDENCE REQUIREMENTS

The degree requires that a student complete a minimum of thirty (30) semester hours of graduate credit in the thesis program of thirty-three (33) semester hours of graduate credit in the non-thesis program. The student must also fulfill other requirements and conditions as stipulated in this catalog. A maximum of six (6) semester hours of graduate credit will be allowed as transfer credit from other graduate schools. The remaining semester hours must be earned in residence at this college. The final six hours in any program must be completed at Mansfield.

SCHOLARSHIP REQUIREMENTS

The college uses the letter grades - A, B, C, D, F, I, W, - in graduate courses. Only credit earned in courses in which the grade received was "A", "B", or "C" will be accepted for the Master's degree. Although credit will be accepted for courses in which a grade of "C" is earned, a cumulative quality point average of 3.00 (B) or better (A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point) must be maintained in all graduate work.

The work in any course must be completed by the final meeting of the particular class. An incomplete grade (I) will be issued only when the work is interrupted because of personal illness, accident, death in the family, or other justifying circumstances. Under such conditions the "I" grade must be removed within sixty days following the end of the session. After that date, the incomplete will automatically revert to a grade of "F", unless an extension of time has been approved by the Dean of Graduate Studies for exceptional reasons. Course work unfinished at the end of a semester because of negligence by a student, will result in an "F" grade.

The "W" designation indicates withdrawn with permission of the Dean of Graduate Studies and passing at the time of withdrawal.

CONTINUING EDUCATION - TRANSFER OF CREDIT

A student may request that a total of nine semester hours of Mansfield State College off-campus graduate credit or six semester hours earned at another accredited graduate school be accepted in partial fulfillment of degree requirements. The student may request that any combination of nine semester hours earned through these two sources may be applied, however, in no case will more than six semester hours of work at another accredited graduate school be accepted in partial fulfillment of degree requirements. Such credit will be accepted only (1) when earned in courses appropriate to the curriculum which the student is pursuing at Mansfield State College, (2) when a grade of "B" or better was received as verified by an official transcript, and (3) when the credits earned fall within the five-year period established for the completion of all degree requirements. Work already applied toward another degree cannot be accepted, nor extension work completed at another institution.

Students who have been accepted as degree candidates at Mansfield State College, and wish to enroll in graduate courses at other approved colleges or universities for transfer credit, must receive prior written approval from the Dean of Graduate Studies in order to insure that transfer credit will be accepted.

In no case will a transfer student be given credit towards satisfying any requirements. This statement means that a student may not transfer credit by examination for admission to degree candidacy or any other type of examination credit.

RECIPROCITY

Students pursuing graduate programs at other accredited schools may be permitted to enroll in graduate classes for the sole purpose of transferring any credit earned to other institutions. Any such student must present official transcripts of undergraduate credits and a letter from his Dean or Director of Graduate Studies confirming his status and specifically designating the course course or courses which are approved for transfer credit. All such students must pay the fees normally charged of other students enrolled in the course. Students from other Pennsylvania state colleges need not pay the application fee, if paid previously.

RESEARCH OPTIONS

Each candidate for the Master of Education degree is required to complete the course METHODS AND MATERIALS OF RESEARCH in his respective area of specialization. The candidate who elects the 30 semester-hour thesis program at Mansfield must also satisfy an additional research requirement as established by the Graduate Council. This requirement is essentially that the candidate must conduct an independent study related to his major field and report on this study with a written thesis or research project, recital, or a creative project in the form of a musical composition or transcription. Formal approval of the nature and topic of independent study may not be obtained until the student has been accepted as a degree candidate.

THESIS — 6 credits

The thesis is a scholarly investigation of a significant problem in the student's field of specialization. The study is pertinent to the student's interest and professional ambition and is conducted in accordance with established standards of research under the guidance of an appointed faculty advisor. It is characterized by independent work in depth. It may be a written report of exhaustive research to support or refute a belief or hypothesis, to solve a complex professional problem, to produce a creative work, or to make an extended analysis of historical, descriptive, or experimental study.

RESEARCH PROJECT — 3 credits

The research project, although less extensive than the thesis, must give satisfactory evidence of the student's ability to select a suitable topic for individual research, to identify and follow appropriate research procedures in the acquisition and analysis of pertinent information, and to follow accepted standards in the preparation of a written report of his study. The research project may be concerned with the solution of a problem related to the student's major field of study or to his work in the field; it may be the study of a specific operation in a specific setting, or may be accomplished by a survey of the literature on a specific problem.

RECITAL — 2 credits

A formal recital may be given in the student's major performing medium with the approval of and under the guidance of his private teacher. All music performed on the graduate recital must have been learned subsequent to matriculation for the graduate degree. A student should secure recital approval as soon as he has been admitted to candidacy, but the actual performance of the recital should occur during the final six hours of his graduate program. The recital will normally be presented by memory. The recital program must be approved by the Graduate Faculty of the Music Department. One month before the actual recital is to be given, the candidate must have the approval of a jury before the public performance may be authorized.

CREATIVE PROJECT — 2 credits

The creative project may be in the form of (1) a musical composition, or (2) a transcription of major work. The project in composition should be elected only by those students who have had a strong undergraduate background in music theory and who have had some experience in composition. There are no specific requirements as to style, medium of performance, or length. Decisions on such details must be worked out between the student and his advisor before the project is initiated. A creative project in transcription will consist of transcribing a work of major proportions for another medium, e.g., a piano composition may be transcribed for band or orchestra, an orchestral work for band, etc.

THESIS REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

1. The 500 course in each department is an introductory course to graduate study in the discipline and is designed to familiarize students with the various methods of research and the tools which will be used in subsequent course work and research.

2. The student should discuss his proposed research with his department chairperson who will appoint a research advisor. The student, with the approval of his advisor, should decide on a research project, thesis, recital, or creative project. Formal approval of the topic may not be obtained until the student has been accepted as a degree candidate.

3. The student submits the research proposal to his advisor and secures formal approval of the proposal. A research project or creative project proposal requires the approval of the advisor and the Dean of Graduate Studies. A thesis or recital proposal requires the approval of the committee and the Dean of Graduate Studies. A thesis or recital committee will normally consist of the advisor, the chairperson of the major department, and at least one other faculty member.

4. After securing formal approval of his/her research proposal, the student should conduct his/her investigation and begin writing his/her report as soon as possible. In most cases the approval of the research proposal will expire after two years. The advisor and the Dean of Graduate Studies should be kept informed on the progress of the study. A rough draft of the project thesis should be submitted for review well in advance of the deadline date for the final draft.

5. The final draft of a thesis, research project, or creative project should be submitted as early as possible but not later than the deadline date listed in the official calendar in this catalog. The final draft should be typed and be as free from errors as the student is able to make it. Only minor corrections will be permitted after the deadline date. In the event that a major revision is needed, the student will be required to postpone graduation. When the final draft has been approved, the student will be given instructions for preparing the final copies of the project or thesis. A thesis, project, or recital must be approved by examiners recommended by the Department and appointed by the Dean of Graduate Studies.

6. Oral examination on the research study.

7. Three bound copies of the thesis, research project, or creative project must be submitted to the Graduate Office not later than one week prior to commencement. One copy of each will be retained by the Graduate Office, and the remaining copies will be given to the College library and the major departments.

8. The style and form of all drafts and the finished copies must conform to the style manual and additional instructions adopted by the Graduate Division and the Academic Department. Additional instructions are outlined in the ***Bulletin on Research Procedures and Guide for the Completion of the Research Requirements*** which may be obtained from the Graduate Office.

9. Duplicate copies of the research proposal and drafts of a thesis or project should be

retained by the student. The Graduate Division cannot accept the responsibility for the loss of such materials.

10. Final credit for a thesis or project will be withheld and a grade of "I" recorded until all materials have been submitted in completed form and accepted by the Graduate Office.

GENERAL REGULATIONS GOVERNING FOREIGN LANGUAGE REQUIREMENTS

A knowledge of an appropriate foreign language is a communication skill required for the degree in certain graduate programs to insure a competence considered essential to a scholarly grasp of the major field of study, or necessary to remain abreast of developments in it, or as a scholarly tool essential to the student's research. The requirement calls for a "reading knowledge" in the language which means a basic knowledge of the structure and vocabulary of the field or discipline.

A student whose program includes a foreign language requirement may satisfy the requirement at any time prior to his completion of the final examination for the graduate degree by passing the GSFLT with a score acceptable to the department offering the degree.

General regulations and procedures governing the satisfaction of the foreign language requirement are given in the following paragraphs.

1. Language requirements may be met by examination only. A student who has already taken a ***Graduate School Foreign Language Test*** prepared by the Educational Testing Service should have a transcript of his scores sent to the Graduate Division Office.

2. A student is admissible to an examination with or without evidence of formal or informal preparation.

3. Ordinarily a student may not take a language examination more than three times in an attempt to satisfy the requirement. A student who fails three times must have the approval of his major department if he is to be examined again.

4. With the approval of his major department, a foreign student may present his native language in meeting the foreign language requirement provided there is a body of research or other materials in the language pertinent to the student's field of study or to his thesis.

5. English may not be used to satisfy a foreign language requirement.

6. A graduate student may not be required to take a language course. However, a student may be encouraged to audit or take a regular language course if this seems to be the best way to build his language competence to the desired level. Credits earned in foreign language courses may not be applied toward semester hour requirements for the Master's degree.

7. All graduate students whose programs include a foreign language requirement and who are to be examined in French, German, Russian, or Spanish will be required to take a***Graduate School Foreign Language Test*** prepared by the Educational Testing Service.

8. A current record of the student's success or failure in meeting a foreign language requirement is recorded on the student's permanent record and transcript.

FOREIGN STUDENTS

Graduates of foreign colleges and universities who believe that they have completed the equivalent of at least an American bachelor's degree are invited to apply for admission and for graduate assistantships. Foreign applicants should enclose with the official application form original documents, or official certified copies, indicating

the nature and scope of their educational program.

A student whose native language is not English must submit a report of the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. Information about testing dates and an application form may be obtained by writing to TOEFL, Educational Testing Service, Princeton, New Jersey, 08540. Since the Test scores are an important part of the application, the report should reach the Graduate Division Office at least three months prior to the time the student wishes to begin his graduate study.

PROGRAM CHANGES

After the official registration period is completed all changes in course enrollment must be approved by the Dean of Graduate Studies.

Up to the end of the first two weeks of a regular semester or the end of the first week of a summer session, changes of schedule will not be recorded as withdrawals on the student's permanent record. The filing of an official withdrawal form is not necessary for schedule changes made within this period.

COURSE ADDITIONS - WITHDRAWALS

A student may add a graduate course during the first two weeks of the academic semester.

When circumstances are such that a student finds it necessary to withdraw from a course, he must file with the Dean of Graduate Studies an official withdrawal form which may be secured in the Graduate Office. Failure to file this form, will constitute an unapproved withdrawal and will result in a grade of "F" on the student's record.

An official or approved withdrawal prior to the completion of 1/3 of the scheduled class periods will result in a designation of "W" on the student's record. Except in very special cases, a course from which a student withdraws (and receives a "W" grade) must be repeated in its entirety if it is taken again.

A student withdrawing from a course after completion of 1/3 of the scheduled class periods will automatically receive an "F". If withdrawal is caused by a health condition or for other approved reasons, the grade may be indicated as incomplete and made up in accordance with a written agreement between the instructor, student, and Dean of Graduate Studies.

GRADUATION

The student is responsible for submitting a formal written application for graduation and for fulfilling all requirements for the degree as outlined in this catalog.

It is also the responsibility of the student to check with the Graduate Office at least three months before the date of his anticipated graduation. The Graduate Office prepares a list of prospective graduates several months before each commencement. It is the student's responsibility to see that his name is included on the graduation list and to indicate the way his name should appear on the diploma. If the degree candidate fails to check with the Graduate Office and fails to complete the application for graduation it will be necessary to postpone his graduation until the next regular commencement.

FINANCIAL REGULATIONS

SCHEDULE OF FEES
(Subject to change without notice)

(Payable to Commonwealth of Pennsylvania)
Application Fee $10.00
(Payable at time of application for admission to degree candidacy. Not refundable or applicable to graduate tuition.)

Graduate Tuition Fee
Full-time (9-15 credits)
Pennsylvania Residents. $400.00
Out-of-state Residents $750.00

Part-time (1-8 credits)
Pennsylvania Residents. $43.00
(per credit hour)
Out-of-state Residents $80.00
(per credit hour)

COMMUNITY BUILDING FEE
1-6 credits $2.50
7-11 credits $5.00
12 or more credits. $10.00

Graduate Degree Fee $5.00

Late Registration Fee. $10.00

Use of the College Dormitory and Dining facilities is available at the prevailing rate.

Payable to College Community Services, Inc.
Vehicle Registration and Campus Parking (per year). $1.00
Common Damage Fee (Per semester). . . $2.00
Student Activity Fee (Per semester)
Part-time (1-8 credits) . $16.25 (Optional)
Full-time (9 or more credits) .$32.50 (Opt.)

MUSIC FEES
(Payable to Commonwealth of Pennsylvania)

Students in the music curriculum are further subject to the schedule of fees listed below:

Applied Music

(Lesson fees are in addition to the $43.00 or $80.00 per semester hour credit fee.)

Piano, Organ, Instrument or Voice private lessons per credit. $45.00

Rentals

Any band or orchestra instrument $8.00
(per semester or six-weeks summer term)

Candidates who have been approved for the Master's degree are required to purchase or rent from the College Book Store a Master's cap, gown, and hood to be worn at the graduation exercises.

Three bound copies of the Master's thesis, research project, or creative project must be submitted to the college. The current charge for binding is $6.90 per copy. Additional copies may be bound for the student at the same charge.

Arrangements for binding must be made with the Graduate Office.

REFUNDS

Tuition - Partial refunds of tuition will be made according to the following schedule only when a students voluntarily ***withdraws from the College***

because of personal illness, certified to by an attending physician, or because of such other reasons as may be approved by the Dean of Graduate Studies.

WEEK	1	2	3	4
Regular Semester	80%	80%	70%	60%
Summer Session	Variable with length of session			

WEEK	5	6	7
Regular Semester	50%	0	0
Summer Session	Variable with length of session		

MISCELLANEOUS INFORMATION

SCHEDULING OF CLASSES

Most graduate classes will be scheduled during late afternoons, evenings, and/or Saturdays during the regular academic year. As enrollment warrants, the number of classes given during the regular academic year will be increased. The calendar and daily time schedule for graduate courses offered during the summer term will be similar to the calendar and daily time schedule for undergraduate courses. Graduate students will be able to pursue a full-time graduate study program during the summer.

ABSENCES

The graduate student is expected to attend all classes. A student who is absent, for other than emergency reasons, shows a lack of seriousness of purpose toward graduate study and may be disqualified as a degree candidate.

It is important that the student notify his/her professor(s) when he/she cannot attend a class. The student is held fully responsible for all work required for courses taken. Absences from class, therefore, do not constitute a valid reason for exemption from course responsibilities. Students absent from examinations for valid reasons should confer with the professor concerned as early as possible in order to make up the examination.

ASSISTANTSHIPS

A limited number of graduate assistantships are available in each department of the college offering a graduate program. Assistantships are offered only to full-time students. A student granted an assistantship must carry at least 9 semester hours of credit each semester and may carry no more than 12 semester hours. The graduate assistant is generally required to contribute up to 15 hours of service a week in assigned professional activities. The number of assistantships and the stipend depend upon the approval of budget requests and may vary from year to year. Graduate assistants have remission of fees. Application for an assistantship should be filed by March 15 with the Graduate Office for consideration for appointment the following academic year. Further information may be obtained from the Graduate Division Office.

PERMANENT CERTIFICATION

By action of the State Department of Education, provisional college certificates issued after October 1, 1959, require for validation for the permanent form of the certificate the completion of at least twelve semester hours of post-baccalaureate work. Provisional college certificates issued after October 1, 1963, require for validation for the permanent form of the certificate the completion of at least twenty-four semester hours in the academic content area, unless otherwise specified, within three years after beginning to teach, and the remainder in any one or a combination of general education and subject-matter specialization.

Teachers who are able to qualify for admission to graduate classes and who are able to profit by graduate work are encouraged to do the work required for permanent certification in a graduate program in order that it may also be used toward a Master's degree.

AUDITORS

In individual cases, upon recommendation of the particular instructor, the Dean of Graduate Studies may grant permission for graduate students to audit courses. Auditing is permitted only if the student has been admitted to the Graduate Division and has registered and paid the regular fees for the course. No graduate credit of any type will be given for courses audited. A student enrolled as an auditor may be dropped from the course when, in the judgement of the instructor and the Dean, such action is justified.

A student who enrolls in a course as an auditor may not repeat the course for credit.

A student who registers to take a course for credit may change his status to that of an auditor if he makes this request in writing to the Dean of Graduate Studies prior to the sixth meeting of the class.

TRANSCRIPTS

All pertinent information such as full name, maiden name, curriculum, and dates of attendance must be included. Students who want transcripts of their graduate work at Mansfield may obtain them by completing a Transcript Request Form available from the Graduate Office or by writing to the Dean of Graduate Studies. There is no charge for the first transcript. A fee of $1.00 is charged for each transcript after the first one. Checks should be made payable to the Commonwealth of Pennsylvania and should accompany the transcript request.

As graduate and undergraduate records are maintained separately, students who want transcripts of their undergraduate work at Mansfield should clearly indicate that they are requesting an undergraduate transcript. The sending of undergraduate transcripts will be facilitated if each such request is sent directly to the Record's Office, Mansfield State College. A fee of $1.00 is charged for each transcript after the first one. Checks should be made payable to the Commonwealth of Pennsylvania and should accompany the transcript request.

STUDENT RESPONSIBILITY

The graduate student is expected to know and follow the requirements for the degree he plans to earn. While the faculty and administration of the Graduate Division will endeavor to aid in any way possible, the responsibility for any error in his own enrollment or in the interpretation of the requirements rests with the student.

ADVISORY SYSTEM

The primary responsibility for advising a student concerning his graduate program, prior to his admission to candidacy for the Master's degree, rests with the Dean of Graduate Studies and the chairperson or designated representative of the department of the student's field of specialization. Each student must assume responsibility, however, for knowing the curriculum requirements and for seeing that these requirements are met.

When a student is accepted as a candidate for the Master's degree, he will be assigned or he may choose with the approval of the Dean of Graduate Studies, a member of the graduate faculty in his area of specialization as his program advisor. This faculty member will be responsible for advising him concerning his program to complete the requirements for the Master's degree.

In some cases, the program advisor might also supervise the student's work in completing the research or recital requirement, or serve as chairperson or member of the student's thesis committee.

PLACEMENT

Mansfield State College provides placement services for its graduates. The services are available without charge to students who have completed an undergraduate degree at Mansfield or to candidacy for the Master's degree. Graduate students who wish to make use of the services of the Placement Office should contact that office to make proper arrangements.

PROGRAM AND COURSE DESCRIPTIONS

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SPECIAL WORKSHOP AND COURSE DESIGNATIONS

555 Workshop - Course Number

Workshops or courses from any department may use a 555 number designation if they are offered on a one-time only basis or for the first time. All of these offerings have been fully approved by the Graduate Council and may be applied toward a master's degree upon the acceptance of the program department. The prefix to the number will determine which department is offering the workshop or course. A maximum of 6 workshop credits may be applied toward a master's degree.

Independent Study 597

Independent Study is available in each curricular field. The appropriate curricular area prefix precedes the independent course number 597, and the credit hours are from 1 to 3. Independent study may be repeated for more than 3 credits total, but one independent study project may be for no more than 3 credits.

Independent study is an activity initiated by the student to increase his/her already advanced knowledge in a particular academic discipline. The subject is examined in an extensive manner with guidance by a faculty member who has special expertise in that subject.

To register for Independent Study a student prepares a "Contract" which must be approved by the faculty director, chairperson, and dean. The contract sets forth a topical outline, reading list and/or other resources, papers or projects to be completed, and the basis for evaluating the student's work. A copy of the approved contract should be attached to the registration request, and a copy given to the student and faculty director.

ART
COURSE DESCRIPTIONS

ART 504 - Major Trends in Art of the 18th and 19th Centuries

A comprehensive study of major movements and trends in art of the 18th and 19th centuries in Italy, France, England, and United States in architecture, painting and sculpture with emphasis on significant artists, architects and sculptors, and their contributions.

3 S.H.

ART 505 - Major Trends of Modern Art

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historial context. Close attention to the characteristics and significance of the work of leading figures is included.

3 S.H.

ART 506 - Current Trends in Art Education

Exploration and discussion of new materials, processes, and philosophies in current art education; experimentation with materials as well as discussion of current publications and research.

3 S.H.

ART 507 - Graphics

An investigation and development of the techniques of intaglion, lithography, serigraphy, woodcuts with emphasis on individual exploration of creative expression.

3 S.H.

ART 508 - Waterbase Media

An indepth study of transparent watercolor techniques. Studio explorations will constitute the major portion of the course.

3 S.H.

ART 510 - Cultural Origins of the West (Summer Travel Program)

A travel-study seminar abroad visiting countries in Western Europe such as France, Spain, Greece, Italy, and Yugoslavia; the course is planned as one of intensive study in the humanities of that part of the western world from which our culture springs. (32 days tour)

3 S.H.

ELEMENTARY EDUCATION

Candidates for the Master of Education degree with a major in elementary education are expected to be students who are or plan to become public school elementary teachers, or have other reasons for pursuing this program that are acceptable to the graduate committee of the Elementary Education Department. Since this degree should represent a broad knowledge of elementary education, students whose undergraduate major was not elementary education or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take additional course work in excess of the minimum credit hour requirements.

A minimum of 30 semester hours of graduate work in the thesis program, or 33 semester hours of graduate work in the non-thesis program will be completed in accordance with the following divisions:

Basic Requirements

Ed 500	3 S.H.
Ed 531, Ed 532, or Ed 533	3 S.H.

Field of Specialization

Ed EI 591	3 S.H.
Ed EI 592	3 S.H.

Ed EI 550 is required of all students whose undergraduate preparation reflects a deficiency in this area as determined by the student's advisor.

0 to 18 semester hours of graduate credit in additional education courses to be selected under advisement from the department. The number of semester hours will vary depending upon whether the thesis or non-thesis program is followed, and whether courses outside the field of specialization are chosen as allied electives.

Research

Research Project (Optional)	3 S.H.
Thesis (Optional)	6 S.H.

Allied Electives

A maximum of 9 semester hours of credit may be elected in graduate courses outside the field of specialization. Students are encouraged to consider offerings by departments outside the field of education when these offerings are appropriate to the needs of the students. Final selection of courses will be determined in consultation with the student's advisor.

ELEMENTARY EDUCATION COURSE DESCRIPTIONS

Ed 500 - Methods and Materials of Research

An introduction to research and its practical application to professional problems with attention given to types of educational research, techniques of gathering data, organizing and evaluating data on a scientific basis, and arriving at reliable conclusions.

3 S.H.

EdEl 502 - Innovative Educational Practices

This course is designed to give students opportunities to critically examine innovative ideas, plans and practices, to develop strategies and models which can be tested in classroom situations, and to participate in sessions designed to critically appraise these strategies and models.

1-3 S.H.

EdEl 503 - Communication Skills Workshop for Elementary School Teachers

The course is designed as a workshop experience for undergraduate students who have completed student teaching and in-service classroom teachers, and the instructor will investigate and share techniques to be used by elementary school teachers to improve the total communication skills of children.

3 S.H.

EdEl 505 - Seminar in Early Childhood Education

A course designed to help teachers to assess curricular experiences for children in the early childhood years, namely, the nursery, kindergarten, and primary years. The theoretical background to curricular decisions will be explored not only in terms of the tradition of contemporary influences for change in early childhood education. An investigation of practical applications will encompass "traditional" practices as well as some of the newer curriculum models that are currently being tested.

3 S.H.

EdEl 511 - An Introduction to British Education
EdEl 512 - An Introduction to British Education Practicum)

These courses are designed to give graduate students an overview of the innovations and problems of elementary education in England. The course will present a look at the foundations and structure of British education. Emphasis will be placed on the innovative practices growing out of English education. Particular attention will be given to the open classroom movement and its influence upon traditional education systems. The practicum course will provide a field experience in British schools.

3 S.H.
3 S.H.

EdEl 550 - Advanced Child Growth and Development

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence. Study of research findings on processes of development; effects of family, peer groups, culture, and variations in development. Consideration will be given to research study and need in child development; directed observation.

3 S.H.

EdEl 560 - Children's Literature, Creative Application

A study of books from preschool through the elementary grades; an exploration of creativity for pupils and teacher as inspired by children's literature; the varied use of the literature in teaching reading, language, content subjects, and the arts.

3 S.H.

EdEl 580 - Elementary School Classroom Music

An advanced course for elementary education majors aiming at more effective teaching of music by the elementary classroom teacher. Includes proper use of the child's voice, presentation or rote and reading songs, listening, creative activities, rhythmic activities, and the use of simple instruments in the classroom.

3 S.H.

EdEl 584 - Mathematics for the Elementary School Teacher

The course is designed for elementary school teachers to study various approaches to teaching mathematics in the elementary school. Emphasis will be placed on developing ideas and materials for individualizaing mathematics instruction. A portion of the course will deal with learning the metric system of measurement and suggestions for teaching both children and adults. A workshop approach will bring participants together for part of the time for discussion and sharing of items of mutual interest. The remaining time will allow individual and/or small group pursuit in studying and developing various forms of teaching materials.

1-3 S.H.

EdEl 585 - Methods and Materials for LEARNING/TEACHING the Metric System

Participants will become involved in a metric world through exposure to varied teaching techniques and development of instructional materials. These techniques and materials will provide the basis for participants to teach metrical concepts.

1 S.H.

EdEl 586 - Recent Trends in Social Studies

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; the projection of a program using the potentials of the social studies in a dynamically changing world.

1-3 S.H.

EdEl 587 - Elementary Science, Curriculum and Instruction

An opportunity is provided to explore principles, problems, and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

1-3 S.H.

EdEl 588 - Informal Diagnosis of Readiness in Elementary Teaching

The course is designed to help teachers become more aware of specific cognitive and affective factors which influence a child's readiness to learn. Emphasis will be placed on informal assessment of a child's cognitive and affective behavior as a basis for making decisions about instruction for a child. The course will provide experiences with the development and use of informal techniques which assess a child's cognitive and affective readiness.

1-3 S.H.

EdEl 589 - Environmental Education Workshop for Elementary Teachers

The workshop on environmental education will emphasize field work for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

Field work will include trips to such areas as a pond, a stream, a strip mine, and a sewage disposal plant. These trips will be used both for the teaching of scientific concepts and the introduction of possible activities for elementary children.

The scientific background gained in the field will be correlated with current principles and practices in science and social studies curricula.

New materials related to environmental studies will be tested and analyzed for their suitability for use in the elementary classroom.

3 S.H.

EdEl 590 - Individualized Teaching in the Elementary School

A course designed for elementary school teachers to guide them in making the transition from whole class to individualized learning activities. Within the course the nature of and a rationale for individualized instruction will be developed. Various means of initiating and implementing individualized instruction will be investigated. Its objectives and evaluative procedures will be examined.

1-3 S.H.

EdEl 591 - Curriculum Development and Planning

Theory and practice of curriculum development in the elementary school, which emphasizes aims, content, and research. Prerequisite: Teaching experience.

3 S.H.

EdEl 592 - The Teacher and Educational Leadership

An examination of basic problems and current trends in elementary education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

3 S.H.

EdEl 593 - Supervision for the Improvement of Instruction

Nature and function of supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of the quality of instruction; appraisal of elementary school programs and the quality of instruction.

3 S.H.

EdEl 598 - Research Project

3 S.H.

EdEl 599 - Thesis

6 S.H.

READING SPECIALIST CERTIFICATE PROGRAM

A total of twenty-one semester hours of graduate work in the field of reading will be required for completion of the program. Students may apply this work toward meeting requirements for the degree of Master of Education in Elementary Education or the Master of Education in English.

The following sequence of courses will normally be followed by students seeking certification as a reading specialist.

EdEl 523 - Foundations of Reading Instruction
EdEl 524 - Diagnosis of Reading Difficulties
EdEl 528 - Developmental and Remedial Reading in the Middle and Secondary Schools
EdEl 529 - Remediation of Reading Difficulties
EdEl 530 - Reading Clinic Practicum (Elementary) - EdEl 531 (Middle School/Secondary)

At the time a student enrolls in the certification program, the graduate faculty in reading will review the student's work experiences and courses completed prior to that time. Alternate experiences or courses such as those listed below may well be substituted for one or more of the required courses in the sequence.

EdEl 503 - Communication Skills Workshop
SpEd 501 - Psychology of Exceptional Children
SpEd 503 - Psycho-Educational Diagnostics
SpEd 590 - Learning Disabilities

The directors of the program will review graduate reading courses offered by other Pennsylvania state colleges and universities to determine compatibility with Mansfield State College course offerings. It may be possible for a student to transfer a maximum of six semester hours to the program. Recommendations for alternate courses or experiences will be made to the Chairperson of the Department of Elementary Education and to the Dean of the School of Teacher Education who is the certifying officer of the college.

READING SPECIALIST COURSE DESCRIPTIONS

EdEl 523 - Fundamentals of Reading Instruction

An investigation and evaluation of various approaches of beginning methods of reading instruction with emphasis on preventive measures for the elimination of reading difficulties in elementary classrooms.

3 S.H.

EdEl 524 - Diagnosis of Reading Difficulties

The causes of disability in the reading process, techniques and evaluative materials for diagnosing reading disabilities and the development of clinical case studies and reports.

3 S.H.

EdEl 528 - Developmental and Remedial Reading in the Middle and Secondary School

An investigation of reading methods and materials, diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the Middle School and Secondary School.

3 S.H.

EdEl 529 - Remediation of Reading Difficulties

An investigation of remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

3 S.H.

EdEl 530 - Reading and Study Practicum (Elementary)

The Reading and Study Practicum is the final evaluation of the previous reading courses taken by the Specialist candidate. Children are recommended to the clinic by their teachers and/or their parents. A complete battery of standardized tests and informal assessment instruments are administered to determine strengths and weakness in the children's reading behavior. In addition, parental, teacher (if available) and student interviews are conducted. Based on the data obtained from the test battery and the interviews, the student clinician develops a remediation program for the child. The student is then placed on a remediation program under the guidance of the student clinician. The Clinic Director supervises the daily instruction of the children through daily staff meetings. Post-testing is conducted and a case study is prepared for the clinic and the school.

3 S.H.

EdEl 531 - Reading and Study Practicum (Middle and Secondary School Students)

The Reading and Study Practicum is the final evaluation of the previous evaluation of the previous reading courses taken by the Reading Specialist Candidate. Students in the middle and secondary grades are recommended to the clinic by their teachers and/or their parents. A complete battery of standardized tests and informal assessment instruments are administered to determine strengths and weaknesses in a student's behavior.

In addition, parent, teacher, (if available) and student interviews are conducted. Based on the data obtained from the test battery and the interviews, the student clinician develops a remediation program for the student. The student is then in a remediation program under the guidance of the student clinician. The Clinic Director supervises the daily instruction of the student through daily staff meetings. Post-testing is conducted and a case study report is prepared for the clinic and the school. Students who are both developmental and corrective readers participate in the clinic.

3 S.H.

ENGLISH

MASTER OF ARTS DEGREE (M.A.)

Candidates for the Master of Arts degree in English should evidence a broad knowledge of the major field. Applicants from other colleges and universities should have completed a comparable program to that required for the B.A. degree at Mansfield. If serious deficiencies should exist in an applicant's undergraduate preparation, he may be required to take graduate or undergraduate work in excess of the number of hours required for the M.A. degree.

A minimum of 30 semester hours of graduate work in the thesis program or 33 semester hours of graduate work in the non-thesis program will be completed in accordance with the following divisions:

Basic Requirements

Eng 500 — 3 S.H.

Field of Specialization

24 to 30 semester hours of graduate credit in English courses to be selected under advisement from the department. The number of semester hours will vary depending upon whether the thesis or non-thesis program is followed.

Research

Thesis — 6 S.H.
(Optional, but strongly recommended for those who plan to continue graduate work toward a Ph.D.)

Foreign Language

M.A. candidates must demonstrate a reading knowledge of one foreign language. (Further, see section "General Regulations Governing Foreign Language Requirements.")

MASTER OF EDUCATION DEGREE (M.Ed.)

Candidates for the Master of Education degree with a major in English are expected to be students who are or plan to become public school teachers of English, or have other reasons for pursuing this program that are acceptable to the English Department. Since this degree should represent a broad knowledge of the major field, students whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take additional course work in excess of the minimum credit hour requirements.

A minimum of 30 semester hours of graduate work in the thesis, or 33 semester hours of graduate work in the non-thesis program will be completed in accordance with the following divisions:

Basic Requirement

Eng 500 — 3 S.H.

Field Specialization

9 to 18 semester hours of graduate credit in English courses to be selected under advisement from the department. The number of semester hours will vary depending upon whether the thesis or non-thesis program is followed.

12 semester hours of education in Foundations of Education, Measurements and Education, Teaching/Curriculum, and Theories of Learning are required.

Research

Thesis 6 S.H.

ALLIED ELECTIVES

A maximum of 9 semester hours of credit may be elected in graduate courses outside the field of specialization. The selection of courses will be based upon the student's needs as determined by his advisor.

ADMISSION

Prerequisites: 1) The applicant must present a Bachelor's Degree from an accredited college or university. 2) Since the M.Ed. Degree should represent a broad knowledge of the academic and secondary education fields, students whose undergraduate academic program was not in the area of his academic field or whose undergraduate program did not include teacher education preparation may be required to take additional course work in excess of the minimum requirements.

ADVISEMENT

1. The Secondary Education and Academic Departments are informed by the Graduate Office of an application acceptance.

2. The applicant is assigned or may elect an advisor from the academic department and the teacher education department. Class cards, etc., requiring both signatures.

3. The comprehensive examination committee is to be comprised of representatives from each department. Actual composition - five members. The candidates academic advisor will serve as chairman of the examination committee; the secondary education advisor will also serve on the committee. The remainder of the committee will be comprised of two members from the academic department selected by the chairman of the committee and one member from the Secondary Education Department.

ENGLISH
COURSE DESCRIPTIONS

Eng 500 - Bibliography and Methods of Research

An introduction to the several kinds of literary scholarships and criticism with practical projects in bibliography, textual criticism, and literary history.

3 S.H.

Eng 501 - Old English Literature

Selections from Old English prose and poetry, including passages from BEOWULF.

3 S.H.

Eng 502 - Chaucer and Medieval Literature

A study of Chaucer with special attention to literary milieu. Comparison of Chaucer's writings with examples of the chief forms of medieval literature.

3 S.H.

Eng 503 - Sixteenth-Century Lyric Poetry

A survey of the development of English poetry beginning with Wyatt and Surrey and culminating in Spenser. Special emphasis on prosody.

3 S.H.

Eng 504 - Elizabethan and Jacobean Drama

A comprehensive survey exclusive of Shakespeare.

3 S.H.

Eng 505 - Jonson, Donne, and Dryden

Dryden as the founder of a tradition, his opposite, and his chief antecedent; a study of the three writers for the purpose of elucidating the change in poetry which occurs at the beginning of the Neoclassical Period.

3 S.H.

Eng 507 - Spenser and Milton

Comparative study of the two chief Renaissance poets of the pastoral and epic forms.

3 S.H.

Eng 509 - The Comedy of Manners

A comprehensive survey of the genre from 1660 to the present with concentration upon Etherege Wycherley, Congreve, Sheridan, and Oscar Wilde.

3 S.H.

Eng 511 - Eighteenth-Century Moralists

A selection of texts from both philosophers and writers of imaginative literature, e.g., Shaftesbury and Fielding, for the purpose of underscoring the dominant character of the literature of the Age of Reason.

3 S.H.

Eng 513, 514 - Studies in Keats and Shelley or Wordsworth and Coleridge

Two major Romantic poets with emphasis falling alternately upon technical accomplishment and critical theory.

3 S.H.

Eng 515 - The Great Tradition in the English Novel

Studies in Austen, Eliot, Conrad, James, and D.H. Lawrence.

3 S.H.

Eng 517 - Main Currents in Victorian Thought

A treatment according to the method of the History of Ideas of texts which are especially illustrative of the impact of nineteenth-century thought upon imaginative literature.

3 S.H.

Eng 519 - Emerson, Thoreau, Hawthorne, Melville, and Twain

Emphasis upon these authors as classic American moralists and critics of the American scene.

3 S.H.

Eng 520 - Seminar in a Major American Writer

Emphasis upon aesthetics.

3 S.H.

Eng 521 - The Twentieth-Century American Novel

A study of major works of selected American novelists since 1900. 3 S.H.

Eng 523 - Major Poets of the Twentieth Century

A study of selected major poets of the twentieth century who are representative of British and American poetry.

3 S.H.

Eng 524 - Contemporary American Drama

A consideration of the transitional state of the American theatre between World War I and World War II with a special emphasis on developing styles, stagecraft, playwriting, and personalities as they came more and more to reflect and influence their eras.

3 S.H.

Eng 526 - The Nature and Theory of Language

A study of the historical development of language as a form of human behavior with emphasis on semantics and on the several types of grammatical analysis.

3 S.H.

Eng 529 - Principles of Rhetoric

A study of the discipline of persuasive written discourse. Analysis of the elements of style, argumentation, and syntax as applied to style. Emphasis on the evaluation and teaching of "composition."

3 S.H.

Eng 530 - Nineteenth-Century British Aesthetics and Criticism

The course focuses on Romantic and Victorian critics representing a variety of aesthetic theories within the nineteenth century. Attention is given to art and literary criticism as an important intellectual discipline.

3 S.H.

Eng 543 - Poetry and Short Stories in the Little Magazines

A study of selected poetry and short stories in little magazines from 1971 to present.

3 S.H.

Eng 550 - Shakespeare Seminar

A study of the sources of selected Shakespeare plays (alternately tragedies, comedies, histories) and of the historical development of Shakespeare criticism.

3 S.H.

MASTER OF ARTS DEGREE (M.A.)

Candidates for the Master of Arts Degree in history should show evidence of a broad knowledge of the major field. Students whose undergraduate major was not history of whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take graduate or undergraduate work in excess of the number of hours required for the M.A. degree. In all cases students will select programs and courses under the advisement of the History Department Graduate Faculty.

A minimum of 30 semester hours of graduate work in the thesis program or 33 semester hours of work in the non-thesis program must be completed in accordance with the following divisions:

THESIS	*S.H.*
History 500 or substitute	3
5 courses in history	15
2 electives in history or allied fields	6
Thesis	6
	30

NON-THESIS	*S.H.*
History 500 or substitute	3
1 Research Project Hist. 598	3
6 courses in history	18
3 electives in history or allied fields	9
	33

Every candidate is required to complete a course in Historiography (Hist. 500). If a student has taken Historiography in his undergraduate program at Mansfield State, he does not have to take it again. In some cases this requirement can be met if its equivalent was taken on the undergraduate level at another institution. In both cases some other course will be substituted for Historiography.

Students on the thesis program must take a minimum of 5 history courses in addition to Historiography and the thesis. Students on the non-thesis program must take a minimum of 6 history courses in addition to Historiography.

Candidates are expected to take courses and to show competency in three subfields of the following areas (two from one area and one from either of the other two):

UNITED STATES HISTORY

Colonial and Revolutionary America
Early National and Middle Period
Civil War through 1914
20th Century

EUROPEAN HISTORY

Renaissance and Reformation
Early Modern Europe
19th Century Europe
20th Century Europe

THIRD WORLD

Latin America
Africa
Middle East

The History Department will provide reading lists for these general areas with the most important works, which should be read in preparation for the comprehensive exams. Students should consult with faculty members with specialties in these various areas regarding the reading lists. For all degree candidates a final written and oral comprehensive examination from the subfields selected will be taken after the completion of all course work. These examinations will be conducted by a committee selected from the History Department and chaired by the Candidate's advisor.

Hist 598 - Research Project

(1 required of non-thesis candidates and selected in consultation with his advisor.)

3 S.H.

Thesis (optional, but strongly recommended for those who plan to continue graduate work toward the Ph.D.).

M.A. candidates must demonstrate a reading knowledge of one foreign language (for further information see "General Regulations Governing Foreign Language Requirements," p. 13 of the Graduate Catalog) or provide evidence of proficiency through an examination in computer usage or statistics where applicable to their area of work. (The latter provision shall not be operative until such examinations and programs for the proposal have been developed in consultation with the Math and Computer Science departments and approved by the Graduate Council.)

M.A. candidates in the thesis program may take a maximum of 6 semester hours and non-thesis candidates a maximum of 9 semester hours of graduate courses within the 30 to 33 semester hours, in allied fields, e.g. English, Political Science or Geography. Selection of such courses will be in consultation with the candidate's advisor and must show a clear relationship and unity with the candidate's program.

6 S.H.

MASTER OF EDUCATION DEGREE (M.Ed.)

Candidates for the Master of Education degree with a major in History are expected to be students who are or who plan to become public school teachers of history, or have other reasons for pursuing this program that are acceptable to the History Department and Secondary Education Department. Since this degree should represent a broad knowledge of the major field, students whose undergraduate major was not History and education or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take additional course work in excess of the minimum credit hours requirement.

Thirty-three semester hours of graduate work in the program will be completed in accordance with the following divisions:

Professional Education

Twelve (12) hours in professional education. One course from each of three areas: Educational Foundations, Measurement and Evaluation, and Teaching/Curriculum. One additional education course upon advisement.

Foundations of Education:

Ed 531	Social Foundations of Education
Ed 532	Historical Foundations of Education
Ed 533	Philosophical Foundations of Education
Ed 534	Comparative Education

Measurements and Evaluation

Ed 500	Methods and Materials of Research
Ed 545	Analysis and Evaluation of Pupil Growth

Teaching/Curriculum

Ed 540	School Law
Ed 547	Philosophy & Principles of Guidance
Ed 590	Educational Administration
Ed 593	Supervision of Student Teaching
EdEl 528	Developmental and Remedial Reading in the Middle and Secondary Schools

Academic Specialization

History 500 and 15-21 semester hours of graduate credit in history courses to be selected under advisement from the department.

Research

Research Project (optional) 3 S.H.

Allied Electives

A maximum of six (6) semester hours of credit may be elected in graduate courses outside the fields of specialization. The selection of courses will be based upon the student's needs as determined by his advisors.

HISTORY
COURSE DESCRIPTIONS

Hist 500 - Historiography

Designed to acquaint the student with the basic techniques and procedures in research, this course treats the major types of research, the methods of locating, evaluating, and interpreting evidence. The student develops a tentative outline, bibliography, and summary of investigative procedure for a research report.

3 S.H.

Hist 501 - Colonial & Revolutionary America

A study of the exploration and settlement of North American from 1607-1788.

3 S.H.

Hist 504 - Constitution to Manifest Destiny

This course will provide a basis for understanding the development and expansion of the nation. Topics covered will be the rise of democracy, economic and social development, territorial expansion and foreign affairs. The key figures and their roles will be analyzed in depth.

3 S.H.

Hist 505 - The Age of Civil War and Reconstruction

Topical foci include: the Southern mystique as genuine ? slavery as the moral catalyst to sectionalism? the abolitionists as radical moral activists? Lincoln as a liberal white suprematist? slavery as the underlying cause of the Civil War? Reconstruction as an abdiction to racism? Thematic emphasis centers upon the problems of nineteenth century American racism.

3 S.H.

Hist 507 - The United States, 1914-1945

A study of political, diplomatic, social and economic development in the United States between the beginning of World War I and the end of World War II. The course will attempt to show how the era illuminates contemporary America through a study of the cultural tensions of the 1920's, the Depression, the New Deal Revolution. and the diplomacy of Woodrow Wilson and Franklin D. Roosevelt.

3 S.H.

Hist 508 - America Since World War II

A study of political, diplomatic, social, and economic developments in the United States since World War II. Special emphasis will be placed on the ratification and the expansion of the New Deal, change and continuity in foreign policy, and the emergence of black Americans.

3 S.H.

Hist 510 - History of the Black Man in America

History of "The American dilemma" - the role of the minority black man in a dominant white culture - from 1619 to the present. Thematic emphases center upon black resistance and the quest for a black identity.

3 S.H.

Hist 512 - American Intellectual History

A survey of the history of ideas in America with careful study of such topics as Puritanism, the American Enlightenment, Romanticism, Social Darwinism, pragmatism, progressivism, literary realism, and more recent concepts within twentieth-century economic and social thought.

3 S.H.

Hist 514 - Problems in American Black-White Relations

An interdisciplinary exploration of the multi-faceted bi-racial patterns of white cultural aggression and of black restive accommodations spawned by the historical evolution of "The American Dilemma" - the relationship of the minority black man to a dominant white society - from 1619 to the present. The thematic emphasis will center upon black identity in the white man's eyes and in the black man's soul.

3 S.H.

Hist 515 - Modern American Diplomacy

This course deals with the diplomatic history of the United States in the Twentieth Century. Special emphasis will be placed on the period from 1930 to the present.

3 S.H.

Hist 518 - Frontier in American History

Discussion of the settlement of the various geographic areas comprising the United States and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations will be discussed in depth. The cowboy-Indian stereotype will be analyzed.

3 S.H.

Hist 519 - History of Pennsylvania

This course will include an examination of the political, economic, cultural, and social development of Pennsylvania. It will be a topical approach with the emphasis on depth of various topics.

3 S.H.

Hist 520 - The Teaching of History in the Secondary Schools

During the course each student will be involved in the creation of a teaching unit in history directly transferable to the secondary teaching situation. He will be required to research and organize content material utilized within each unit and develop appropriate teaching approaches to facilitate instruction. Topics such as warfare, diplomacy, modern revolution, the role of women, economics, minority groups, politics, and other areas appropriate for study in secondary units or mini-courses will be developed on a historical-comparative approach to enable students to see trends and make comparisons.

3 S.H.

Hist 521 - The Ancient World: Greece and the Near East

The course will deal with the development of Pre-Classical and Classical forms that are the basis for the emergence of Western Civilization. Emphasis will be placed on the cultural, intellectual and social conditions that shaped Greek and Roman Civilizations with their attendant relationship to our modern institutions.

3 S.H.

Hist 522 - The Ancient World - The Roman Republic and Empire

The course will deal with the development of Pre-Classical and Classical forms that are the basis for the emergence of intellectual and social conditions that shaped Greek and Roman Civilizations with their attendent relationship to our modern institutions.

3 S.H.

Hist 530 - The American Indian: From Bering to Red Power

This course deals with the origins, culture and history of the American Indian. The development of Indian policy by colonial rulers as well as the United States will be studied and compared. Problems of assimilation and cultural conflict resulting from removal as well as modern Indian problems will be discussed in detail.

3 S.H.

Hist 551 - The Renaissance

This course is designed to investigate the Renaissance as a cultural and intellectual thrust in Western Civilization. The course will also investigate the phenomena of political, social, and economic factors in a rapidly changing historical era.

3 S.H.

Hist 552 - The Reformation Era

The course is designed to examine the social, cultural, and intellectual drive that led to the Reformation of the sixteenth century. The growth of the modern state as a major force in the movement will be considered. Impact of the Renaissance on the age will also be emphasized.

3 S.H.

Hist 554 - Tudor-Stuart England

A study of the political, economic, social and intellectual forces operating in England during the 16th and 17th centuries.

3 S.H.

Hist 564 -565 - Twentieth Century Europe

A study of the political, economic, cultural and international developments in Europe during the twentieth century. Particular attention will be paid to the background problems which led to the two World Wars and their global impact and significance. First semester, 1914-1939; second semester, World War II and its aftermath.

3,3 S.H.

Hist 575 - Social Unrest in 20th Century Latin America

An analysis of the underlying causes and effects of revolutionary movements in contemporary Latin America. Mexico, Guatemala, Bolivia, and Cuba will be used as case studies. Principle questions will concern the varying social, political, and economic structures of these four countries, the exportability of revolution, and the viability of violent change.

3 S.H.

Hist 595 - Directed Readings:
(Specific area to be indicated at time of registration)

In this course the student will undertake individual readings and study of sources and secondary materials or specific problems or areas of history under the direction of a member of the graduate faculty of the History Department. A detailed proposal of the material and required work will be submitted to the Department Chairperson and the Dean of Graduate Studies for approval prior to registration for the course. Copies of proposals will be filed in the student's records. Usually only three and no more than six semester hours of directed readings may be applied toward the requirements for the Master's degree.

1-3 S.H.

Hist 598 - Research Project

3 S.H.

Hist 599 - Thesis

6 S.H.

HOME ECONOMICS COURSE DESCRIPTIONS

HEc 501 - Research Methods in Home Economics

Adaptation of research techniques to problems in home economics education. Study of the national goals and guidelines for research in home economics; critical examination of the research literature. Techniques involved in design and analysis of a research problem.

3 S.H.

HEc 503 - Flat Pattern Design

Flat pattern methods are used to develop the ability to create new patterns, alter commercial patterns, apply principles of fitting, and to appreciate the fundamental use of grain. Laboratory classes will be devoted to the development of a sloper, a test dress, a princess design, two original designs and pants, coat or suit sloper as well as scale problems. Prerequisite: HEc 101 and HEc 201.

3 S.H.

HEc 504 - Creative Draping

Draping methods are used in the creation of designs for individual construction using basic techniques, variations in basic designs, original ideas and expression of one's designs. ***Drafting will be used for sleeves and pants.*** Prerequisite: HEc 101 and 201 for the graduate student.

3 S.H.

HEc 505 - Fabrics and Finishes

Relationship of fiber structure, fabric structure and finishing processes to fabric performance. Laboratory evaluation of performance characteristics of textile products. Prerequisite: A course in textiles at the undergraduate level.

3 S.H.

HEc 510 - Diet Therapy

The study of diet problems encountered at all points of the life cycle. Consideration of metabolism in disease; adaptation of diet to meet diseased or abnormal metabolic patterns in humans. Special diets will be examined and evaluated. Prerequisites - nutrition course, HEc 215, 216, biochemistry.

3 S.H.

HEc 511 - Nutrition in Disease

In depth study of physiological and bio-chemical problems in metabolic diseases and the nutritional aspects of therapy. No formal laboratory time but the student is to spend time in hospitals or clinics observing actual testing methods. Some review of medical tests in the Biology department may be useful. Prerequisites: HEc 410 or HEc 417 or an equivalent, and a bio-chemistry course.

3 S.H.

HEc 512 - Cultural and Aesthetic Aspects of Food

Cultural implications and understanding of modes of eating, application of scientific principles and aesthetic considerations in distinctive food preparation. Prerequisite: an undergraduate course in food preparation or the consent of the instructor.

3 S.H.

HEc 517 - Survey of Nutrition

Chemistry of nutrients, metabolism, and normal nutritional needs at various stages of the life cycle. Laboratory work related to food composition and effects of various types of preparation upon ultimate consumer protection highlighted.

3 S.H.

HEc 518 - Advanced Foods

An extension of the principles of food preparation and service of food, considering aesthetic and cultural implications, for various occasions. Prerequisites, HEc 215 and HEc 216.

3 S.H.

HEc 521 - Consumer Issues

Consumer Issues is designed through multi-media classroom experience, to identify and analyze issues which affect the consumer. A concurrent activity will be problem-solving on an independent study basis related to certain Consumer Issues. Independent Study chosen should relate to personal or professional interest and should make an appropriate contribution to consumer information related to one or more consumer issues.

3 S.H.

HEc 524 - Handicapped Homemaker

Principles of Management, Work Simplification and Motion-mindedness will be stressed as they apply to homemaking activities of physically disabled people. Focus will be directed toward determining one's sensitivity to people who are physically handicapped; characteristics of specific disabilities; meeting nutritional needs; considering psychological and social needs; acceptance of a physical disability on the part of the victim and his/her family; and the necessity of change in roles of all family members.

3 S.H.

HEc 525 - Systems Approach to Home Management

Family characteristics of the many life styles of today's American society will be explored using the systems approach. Suggested plans for good management will be developed.

3 S.H.

HEc 530 - The Teaching of Child Development and Family Relations

This course is designed to give optimum exposure to both the subject matter and the methodology essential to planning for the teaching of human development in home economics programs. Undergraduate course work in child development or human development and in family relationships or permission of the instructor is required, as prerequisites.

3 S.H.

HEc 540 - Graduate Seminar in Home Economics

Exploration of a selected educational issue, research, and/or trend. Critical evaluation and interpretation with implications for teaching home economics.

3 S.H.

HEc 590V - Home Economics and Vocational Education and Guidance

Focuses on the place of home economics in vocational education and career education. Traces the implications of federal and state vocational legislation for home economics. Provides information in regard to federal funding of vocational programs, utilizing community resources, and planning for implementing home economics oriented vocational programs and occupational home economics.

3 S.H.

HEc 592 - Evaluation in Home Economics

Basic principles of evaluation in relation to specific methods of appraising educational programs or individual achievement in home economics. Opportunities will be given for constructing and using evaluation instruments appropriate for the discipline. Prerequisites: Baccalaureate degree in home economics or permission of instructor.

3 S.H.

HEc 593 - Supervision in Home Economics

Responsibilities of, services, and professional techniques for supervision of home economics teachers at local and state level; in-service and pre-service programs.

3 S.H.

HEc 597 - Independent Study in Home Economics

Individually directed study in selected areas of Home Economics. This course provides an opportunity for an individual to study a topic or problem independently.

3 S.H.

MATHEMATICS

Candidates for the Master of Education degree with a major in mathematics are expected to be students who are or plan to become public school teachers of mathematics, or have other reasons for pursuing this program that are acceptable to the graduate committee of the Mathematics Department. Since this degree should represent a broad knowledge of mathematics, students whose undergraduate major was not mathematics or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take additional course work in excess of the minimum credit hour requirements.

Any course listed is open to the student by permission of the instructor; and courses should be chosen under the guidance of the student's academic advisor.

33 semester hours of course work will be completed in accordance with the following divisions:

Basic Requirement

MA 500 3 S.H.

Field of Specialization

18 semester hours of graduate credit in mathematics exclusive of MA 500. These courses will be selected under advisement from the Department of Mathematics.

Professional Education

12 semester hours of graduate credit in education selected under advisement from the Department of Secondary Education.

MATHEMATICS COURSE DESCRIPTIONS

MA 500 - Contemporary Issues in Mathematics Education

Important problems and issues in mathematics education are identified and discussed. Students gain experience in the use of library source materials, particularly N.C.T.M. and M.A.A. publications. Resource personnel participate whenever possible.

3 S.H.

Ma 505 - Statistics for Non-Mathematics Majors

A study of the basic descriptive and inferential statistical methods used for analyzing experimental data. Application to data from psychology, education, and the other social sciences will be stressed.

3 S.H..

Ma 513 - Advanced Calculus

A study of the advanced topics of traditional calculus to include differentiation and integration of functions of several variables, vector analysis, improper integrals, line integrals, Green's theorem, surface integrals, and infinite series.

3 S.H.

Ma 515 - Foundations of Calculus

Basic theory of real-valued functions of a single real variable including real numbers, limits, sequences, continuity, the derivative, and the Riemann integral.

3 S.H.

*Ma 516 - **Real Analysis I***

A modern approach to real analysis: Sets, functions, finite and infinite sets, fields, ordered fields, the real number system, Cartesian spaces, elementary topological concepts, the theorems of Heine-Borel and Baire, sequences, convergence, sequences of functions, local and global properties of continuous functions.

3 S.H.

Ma 517 - Real Analysis II

A continuation of Ma 516: The derivative in R and in RP, Riemann-Stieltjes integral, main theorems of integral calculus, integration in Cartesian spaces, convergence of infinite series, tests for convergence, series of functions.

3 S.H.

Ma 518 - Complex Variables

An introduction to the theory of complex variables: series, residues and poles, conformal mapping, analytic continuation, harmonic functions, Riemann surfaces.

3 S.H.

Ma 520 - Linear Algebra

A study of the algebra and geometry of finite-dimensional vector spaces, linear transformations and algebra of matrices, eigenvalues and eigenvectors, inner-product vector spaces and dual spaces, and bilinear and quadratic forms.

3 S.H.

Ma 521 - Foundations of Abstract Algebra

A study of groups, rings, integral domains, fields, polynominals, complex numbers and related concepts.

3 S.H.

Ma 522 - Selected Topics in Algebra

A study in depth of one or two of the following: groups, rings, fields, Galois theory or other major areas of abstract algebra.

3 S.H.

Ma 530 - Selected Topics in Geometry

Selected topics from the basic theory of Euclidean Geometry. Topics discussed include: incidence, linear and angular measure, similarity, congruence, separation, parallelism, area, and perpendicularity. Investigations of the foregoing are conducted relative to absolute, hyperbolic, and projective systems.

3 S.H.

Ma 540 - Number Theory

This course is designed to investigate aspects of number theory that are significant for the teaching of secondary school mathematics - hence the following problems and topics of historical and educational significance are included: numeration, divisibility, Euclid's Algorithm, prime numbers, Diopantine Problems, congruences, and Euler's Theorem and consequences.

3 S.H.

Ma 541 - Foundations of Mathematics

The fundamental concepts and methods in mathematics which include the axiomatic method and finite sets, and the development of various viewpoints on foundations including the Grege-Russell Thesis, intuitionism, and formalism.

3 S.H.

Ma 542 - History of Mathematics

A study of the historical development of selected mathematical concepts for the purpose of increased understanding of modern mathematics.

3 S.H.

Ma 550 - Statistics

Distributions of discrete and continuous random variables; expected values and moments, derived distributions, interval and point estimation, order statistics, and tests of hypotheses.

3 S.H.

Ma 551 - Probability

Sample spaces, combinatorial analysis, independent and dependent events, moment-generating functions, and random variables.

3 S.H.

Ma 560 - Topology

Review of elementary set theory, infinite sets, topological spaces, bases and sub-bases, subspaces, connectedness, metric spaces, continuous functions and homeomorphisms, compactness, product spaces.

3 S.H.

Ma 561 - Survey of Topology

Basic concepts of point-set and combinatorial topology. Topological equivalence, surfaces, orientability, connectedness, invariants, Euler's Theorem on polyhedra, the coloring of maps, topological spaces, types of spaces, homotopy, simplical complexes, popular problems related to topology.

3 S.H.

Ma 570 - Applied Mathematics

A course to illustrate the principles and basic styles of thought in solving physical problems by mathematical methods. Topics include: vector analysis, Fourier series, special functions, coordinate transformations, eigenvalue-vector problems, dyadics, and tensors. Applications include wave motion, heat and fluid flow, particle dynamics, stress, and moment of inertia tensors.

3 S.H.

Ma 571 - Applied Mathematics II

A study of ordinary and partial differential equations of mathematical physics. Topics include a review of methods in elementary differntial equations, systems of linear differential equations, Laplace transforms, numerical methods, boundary value problems, and partial differential equations of mathematical physics. Applications include vibrating strings, heat conduction problems, and vibrating membranes.

3 S.H.

Ma 572 - Vector and Tensor Analysis

A detailed study of vectors and tensors from three points of view: geometry, linear algebra, and analysis. Topics include vector algebra, differentiation of vectors, partial differentiation and associated concepts, integration of vectors, partial differentiation and associated concepts, integration of vectors, tensor algebra and analysis. Tensor notation is used throughout. Applications include topics from kinematics, rotating frames of reference, Newtonian orbits, an introduction to Einstein's special theory of relativity, and geodesics.

3 S.H.

Ma 573 - Numerical Analysis and Programming

A study of numerical methods for the solution of algebraic, transcendental, and differential equations, numerical integration and differentiation, error analysis, and systems of linear equations. Each method will be programmed and run on the college computer by the student.

3 S.H.

Ma 590 - Seminar

A course designed for those degree students who may desire to continue investigation of issues discussed in Ma 500. Discussions with fellow students and professor will be encouraged. The use of library materials will be stressed.

3 S.H.

MUSIC

The music department offers three graduate degree programs: The Master of Education, The Master of Science, and the Master of Arts. The M.Ed., and M.S. degree are intended primarily for those who are public school teachers or who are preparing to become teachers in elementary and secondary schools. The M.A. degree is intended for those who wish to pursue advanced work in music scholarship and who expect to pursue work eventually leading toward the doctorate.

ADMISSION

All students wishing to enter any of the above degree programs must satisfy the general requirements for admission as stated in this catalog. Upon admission to graduate study, a student will be assigned an advisor by the chairperson of the music department.

PLACEMENT EXAMINATION

Placement examinations for diagnostic purposes should be taken during the student's first six hours of graduate study. The results of the placement examinations will be used by the student's advisor in planning his graduate program.

PIANO PROFICIENCY

All students are encouraged to take a piano proficiency examination during their first term of graduate study. The examination must be passed before admission to candidacy will be granted. A list of current minimum piano requirements is on file in the office of the music department.

DEGREE CANDIDACY

In addition to the general requirements for admission to candidacy (see page 4) a student who wishes to become a candidate for a graduate degree in music from this college must satisfy the following:

1. M.Ed. candidates will achieve a satisfactory score on the National Teachers Examination in Music.

2. M.S. candidates will achieve a satisfactory score on either the National Teachers Examination in Music or the Graduate Record Examination, Advanced Test in Music. The appropriate examination, depending upon the student's major field of emphasis in his degree program, will be determined by his departmental advisor.

3. M.A. candidates will achieve a satisfactory score on the Graduate Record Examination, Advanced Test in Music.

FOREIGN LANGUAGE REQUIREMENT

All students who are candidates for the M.A. degree must pass a foreign language proficiency examination. Further, see ***General Regulations Governing the Foreign Language Requirements.***

DEGREE REQUIREMENTS

A minimum of 30-33 semester hours of graduate work will be completed in accordance

with the requirements listed for a particular degree program. Additional course work may be required if the student has deficiencies as noted from the audition and/or placement examinations, or if he is coupling work toward provisional teaching certification with his graduate degree program. For additional information pertaining to comprehensive and oral examinations, see pages in this catalog under ***Requirements for the Master's Degree.***

THESIS, RESEARCH PROJECT, CREATIVE PROJECT, RECITAL

The completion of a thesis, research project, creative project, or recital is an optional requirement for students who are candidates for the M.Ed. or M.S. degree. A thesis or creative project is required of all candidates for the M.A. degree.

CURRICULA FOR MASTER'S DEGREE PROGRAMS

MASTER OF EDUCATION IN MUSIC EDUCATION
(30-33 Semester Hours)

	S.H.
Mus 500	.3
Mus 520	.3
Conducting	.2
Applied Music	.4
History-Literature	.3
Theory	.3
Education Electives	.6
Music Electives	6-9
Research Project	0-3

A minimum of 2 S.H. must be elected in the major performing medium.

MASTER OF SCIENCE IN MUSIC
(30-33 Semester Hours)

	S.H.
Mus 500	.3
Applied music (major, instrument or voice)	.4
Music History	.6
Theory	.6
*Music and/or Academic Electives	.12
Project or Recital	.2

*Selected in consultation with advisor. May include courses in education and music education.

MASTER OF ARTS IN MUSIC
(30-33 Semester Hours)

	S.H.
Music 500	.3
*Electives in music history and literature, theory and composition	.12
*Music elective	.3
*Related academic electives	.6
Thesis	.6

*Selected in consultation with advisor. The music elective may be applied music (major instrument or voice), provided that the student meets graduate-level performance standards. This elective may not be in music education.

MUSIC
COURSE DESCRIPTIONS

Mus 500 - Methods and Materials of Research

A course designed to acquaint the student with the basic techniques, procedures, and sources used in research. Selection of a research problem; methods for locating, evaluating, and interpreting evidence; types of research; formal writing style; and the use of the library in connection with the research problems will be studied. Elements of statistics will be introduced. The course provides background for the preparation of a thesis or research project as well as papers for graduate courses, and enables the student to become an intelligent consumer of the products of educational research. Two research projects will be undertaken by each class member who will use the procedures discussed in the course. As a part of the requirements for this course the student will prepare a written plan for a research project or thesis. Required of all graduate students in music.

3 S.H.

Mus 501 - American Music

A survey of the development of music in America from the colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.

3 S.H.

Mus 502 - Sacred Music

A study of the development of music of the Christian Church from the beginning of the Christian era to the present. Liturgical music - the Byzantine Chant of the Eastern Orthodox Church, the Gregorian Chant of the Roman Catholic Church, and the chant of the Anglican Church, the Lutheran chorale, the hymn and extra-liturgical vocal works such as anthems, motets, cantatas, passions, and oratorios will be examined. The use of instrumental music will also be discussed. Emphasis will be placed on liturgically correct and appropriate music for the church.

3 S.H.

Mus 503 - History of Opera

A history of opera from the late sixteenth century up to the present time with attention to the conventions by which the librettist and composer were governed, the musical, dramatic, and social climate in which the opera was composed. Two fundamental types of opera will be considered: that in which music is the most important factor and that in which other factors are of equal importance.

3 S.H.

Mus 504 - Medieval Music

Gregorian chant, secular monophonic music, and the monuments of polyphonic music to middle of fifteenth century against background of history, culture, and social conditions of the period.

3 S.H.

Mus 505 - Renaissance Music

Sacred and secular music from middle of fifteenth to early seventeenth century; from Dufay and Binchois to Lasso, Palestrina, Gabrielli, and Byrd.

3 S.H.

Mus 506 - Baroque Music

Music in seventeenth and first half of eighteenth centuries; from Monteverdi and Schutz to Bach and Handel. Comparisons between baroque music and baroque art; social and political conditions of the time.

3 S.H.

Mus 507 - Rococo and Classical Music

The "style galant", and "musical sensibility", and the flowering of the classical style: the works of Haydn, Mozart, and Beethoven viewed against background of social and political conditions of the time.

3 S.H.

Mus 508 - Nineteenth Century Music

Study of musical style and expression during the nineteenth century with special emphasis on intellectual foundations of the romantic movement. Representative works in the various forms studied and anayzed in detail.

3 S.H.

Mus 509 - Twentieth Century Music

An analytical, technical and historical study of music of the twentieth century. Since a knowledge of the past musical epochs is essential to the proper understanding of present-day developments, this course will also comprise a study of post-romantic and impressionist trends from which modern composers are evolving a new tonal art. Music of the twentieth century will be analyzed with particular attention to details of melody, harmony, tonality, rhythm, texture, orchestration, and form.

3 S.H.

THEORY, ORCHESTRATION and COMPOSITION

Mus 512 - Interpretation in Selected Repertory

Interpretative techniques will be studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects. This course may be used to satisfy the theory requirement.

3 S.H.

Mus 513 - Composition

Development of deeper insight into music through intensive creative experience. Various media will be used. Projects which will require research and application of specific techniques will be required in addition to original composition.

3 S.H.

Mus 514 - Form and Analysis

Various methods of musical analysis will be studied and applied to compositions representative of various periods of music history. Particular attention will be given to rhythmic structure, rhythmic analysis, and application to performance.

3 S.H.

Mus 515 - Canon and Fugue

Study of the problems involved in writing these types of compositions. Analysis and original compositions will be used to give students insights into imitative style. Music of the Baroque period will serve as the basis for much

of this course, although application of the general principles of contrapuntal writing in other periods of music history will also be studied. Prerequisite: Counterpoint or its equivalent.

3 S.H.

Mus 518 - Advanced Vocal Scoring

Development of skill in scoring music for various vocal groups. Special attention will be given to arranging for unbalanced vocal groups such as may be found in the public schools.

3 S.H.

Mus 519 - Advanced Instrumental Scoring

Arranging for various families and choirs of instruments, culminating in an arrangement of suitable organ or piano composition for a concert group. Prerequisite: Undergraduate course in orchestration.

3 S.H.

MUSIC EDUCATION

Mus 520 - History & Philosophy of Music Education

The course will be a study of the history of music education from the time of the ancient Greeks until the present with special emphasis on the history of music education in the United States. Special emphasis will be given to the various philosophies of education and their influences on the teaching of music.

3 S.H.

Mus 521 - Instrument Repair

Demonstrations and laboratory experiences to prepare the student to take care of instrument repair problems encountered in a school band or orchestra. Practical care and repair of woodwinds, brasses, strings, percussion included.

1 S.H.

Mus 522 - Comparative Music Education

A course designed to give the music specialist, classroom teacher, and adminsitrator a comprehensive view of the contemporary approach to music education in the public schools of the United States in comparison with music education in foreign countries.

2 S.H.

Mus 523 - Recent Trends in Music Education: Elementary and Middle Schools

New concepts in classroom music teaching in the elementary and middle schools. Emphasis upon the contributions of contemporary composers and ethnomusicologists, the Orff approach and Kodaly method. Consideration of recent research and new materials. Individual projects related to specific teaching situations.

2 S.H.

Mus 524 - General Music Classes in Secondary Schools

A chronology of musical concepts, knowledge, and skills developed through projects correlated with the total curriculum An activities approach using singing, reading,writing, creating, moving, playing, listening, and scientific fact-finding about, to, and through things musical. A critical analysis of the application of these to the general music classes in 7th through 12th grades.

2 S.H.

Mus 525 - Seminar in Music Education

The principles, philosophies, and objectives of music education will be identified and formulated. They will be discussed within the context of historical backgrounds and current trends. Application will be made to the public school music programs K-12 with special application to the specific needs of the class members. Prerequisite: Methods I, II, and III, or equivalent experience.

2 S.H.

Mus 526 - Administration and Supervision of Public School Music

The role of the music educator in positions of administration and supervision will be examined. An analysis of administrative functions will include the definition of purpose, planning, organizing, directing, evaluating, and improving school music programs. The supervisory function will be examined as it pertains to human relations, improving instruction, curriculum development, and public relations. Materials, budgets, housing, scheduling and related areas will be studied.

3 S.H.

Mus 527 - Orff Schulwerk

An approach to the teaching of music to children designed by the composer, Carl Orff. A rich collection of elementary music and speech forms, whose structural technique is based upon historically developed fundamental forms and in which the reciprocal effect of music and speech is understood and disclosed. Presentation of and instruction in the use of Orff Schulwerk editions, music books, films, records and instruments especially designed for this approach to music teaching.

2 S.H.

Mus 528 - Psychology of Music

A study of the question, "What make music?" progressing to the physical and psychological effects on people. An examination of musical talents, innate and learned, and their probable chronological growth. Evaluation of standardized tests of music capacity and knowledge. The pertinence of this to the music education illustrated in a terminal project.

Prerequisite: A knowledge of undergraduate psychology and music methods. Teaching experience in the field of music education is a valuable asset.

3 S.H.

Mus 529 - Marching Band Techniques and Materials

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

2 S.H.

CONDUCTING

Mus 531 - Advanced Choral Conducting

To provide students who show particular aptitude in conducting with further opportunities in that field. Special emphasis will be on analysis of vocal scores (included would be major choral works that use instrumental accompaniment) and the study of style of various periods of music history.

2 S.H.

Mus 532 - Advanced Instrumental Conducting

Study and analysis of all phases of baton technique and score reading. Developing an ability to read and conduct full scores of works involving large and chamber ensembles, orchestra, and band. The skill development of each individual will be stressed. Qualified students will be given the opportunity to conduct college instrumental groups.

2 S.H.

APPLIED MUSIC

A student who does not meet the standards for graduate proficiency on his major instrument must elect that instrument for undergraduate credit until such proficiency is achieved.

Mus 541-542, 641-642
Secondary Courses - Class Instruction

1 S.H.

Mus 543-544, 643-644
Secondary Courses - Private Instruction

1-2 S.H.

Mus 545-546, 645-646
Major Courses - Private Instruction

1-2 S.H.

Private or class study in voice, keyboard, strings, woodwind, brass, percussion, or conducting areas. Such study will be designed to meet the professional needs of the student. Consent of instructor is required. Available for one credit during each six weeks summer session of graduate study or two credits for each semester of the regular academic year, up to six semester hours. Two semester hours of credit with satisfactory performance of the material designated for a particular level must be earned before proceeding to the next higher level. (A detailed statement of content at various performance levels may be obtained from the chairperson of the Music Department.)

Mus 550	Band I
Mus 551	Band II
Mus 553	Orchestra I
Mus 554	Orchestra II
Mus 556	Chorus I
Mus 557	Chorus II
Mus 558	Chorus III
Mus 561	Percussion Ensemble
Mus 562	Opera Workshop
Mus 563	Woodwind Ensemble
Mus 564	Brass Ensemble
Mus 565	Vocal Ensemble
Mus 566	Esquires
Mus 567	French Horn Ensemble
Mus 568	String Ensemble
Mus 569	Collegium Musicum

Participation in these college organizations is open to qualified graduate students. Graduate music students in full-time attendance during the fall or spring semester are required to participate in at least one large and one chamber music ensemble each semester they are in full-time attendance. Ensemble participation is recorded on the student's transcript, but no semester hours of credit are given.

PEDAGOGY

Mus 571	Vocal Pedagogy	2 S.H.
Mus 572	Piano Pedagogy	2 S.H.
Mus 574	String Pedagogy	2 S.H.
Mus 575	Woodwind Pedagogy	2 S.H.
Mus 576	Brass Pedagogy	2 S.H.
Mus 577	Percussion Pedagogy	2 S.H.

A study of the techniques, teaching problems, teaching materials, and literature related to a given applied music area.

Mus 579 - Pedagogy of Music Theory

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools. A comparison of the various procedures in present day use and an introduction to the work of outstanding theorists will be included.

2 S.H.

VOCAL, KEYBOARD, and INSTRUMENTAL LITERATURE

Mus 580 - Advanced Choral Literature

The development of choral literature from the time of Palestrina to the music of contemporary composers. Major choral works from the different periods in music history will be examined in relation to the composer's other contributions, the historical antecedents, the aesthetic climate of the time, and the musical and technical factors within the compositions themselves.

3 S.H.

Mus 581 - Piano Literature

A study of the most important compositions from the Baroque to the present form and style. Performances presented by the piano faculty and advanced students. Outside listening is required.

3 S.H.

Mus 582 - Early Keyboard Literature

A survey of music written for keyboard instruments: organ, clavier, and including transcriptions of music for flute. Examples will be drawn from the late medieval, renaissance, and early baroque periods. Analytical performances both by students and the instructor.

2 S.H.

Mus 583 - The Piano Sonata

A study of the piano sonata from the earliest works written specifically for the piano to those of the present day. Detailed analyses of selected sonatas of the composers of each period. The analyses will include formal aspects, techniques of thematic manipulation, and a thorough examination of idiomatic writing for the keyboard. Analytical performances both by the students and the instructor.

3 S.H.

Mus 587 - Song Literature

The development of song from the days of the Troubadours and Trouvers to the present time. Emphasis especially upon the history of the German lied, the French chanson and also solo song in the British Isles and the United States.

3 S.H.

MUSIC CRITICISM, RESEARCH and CREATIVE PROJECTS, RECITAL, and THESIS

Mus 594 - Music Criticism

A study of principles involved in forming and expressing judgement about musical works and performances, channeling of listening experiences; analysis of past and present examples of music criticism; review of books and articles on music; coverage of concerts given on the MSC campus and in nearby areas; class discussion of student reviews.

2 S.H.

Mus 595 - Creative Project (Composition)

Students writing a musical composition in lieu of a thesis or research project will register for this course. For further details concerning the creative project, see under RESEARCH REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE.

2 S.H.

Mus 596 - Creative Project (Transcription)

Students doing a musical transcription in lieu of writing a thesis or research project will register for this course. For further details concerning the creative project, see under RESEARCH REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE.

2 S.H.

Mus 597 - Recital

Students selecting to perform a recital in lieu of writing a thesis or research project will register for this course. The formal recital given in the major performing medium represents the culmination of study in the applied area. For further details concerning the recital, see under RESEARCH REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE.

2 S.H.

Mus 598 - Research Project

3 S.H.

Mus 599 - Thesis

6 S.H.

PSYCHOLOGY

The Department of Psychology offers Master of Arts degrees in the areas of Community Psychology and Human Experimental Psychology. Students may be admitted to on-campus psychology graduate courses only if they have been accepted for graduate study by the Departmental Graduate Committee or have received prior approval of the instructor. Applications for fall admission should be completed no later than April 15. Further information and application forms may be obtained from the Coordinator of Graduate Training, Department of Psychology.

MASTER OF ARTS IN COMMUNITY PSYCHOLOGY (M.A.)

This program of study is designed to offer the qualified graduate student a terminal, applied program of study in community mental health. The curriculum includes training in psychological assessment methods, behavior change methods, and other areas of community psychology and mental health.

A minimum of 36 credit hours of graduate study is required for the degree. This would normally be accomplished during a period of two academic years for full-time students. Part-time students are expected to complete all degree requirements within four calendar years from the date they enter their first graduate psychology course. Applicants who lack sufficient undergraduate preparation in psychology may be required to take additional course work in excess of the minimum credit hour requirements. To qualify for degree candidacy in Community Psychology, all applicants must pass a qualifying examination and obtain a minimum score at or above the 50th percentile on the verbal ability section of the Graduate Record Examination. All students must pass a comprehensive examination and clinical competency examination in addition to the qualifying examination before being recommended for the degree.

The following courses are required:

Core Courses

Psy 502	3 S.H.
Psy 504	3 S.H.

Evaluation Methodology Sequence

Psy 531	3 S.H.
Psy 532	3 S.H.
Psy 533	3 S.H.

Behavior Change Methodology Sequence

Psy 540	3 S.H.
Psy 541	3 S.H.
Psy 542	3 S.H.

Internship

Psy 560 (Minimum 15 weeks)	6 S.H.

A minimum of six semester hours of electives are selected by the student in conuunction with his/her advisor.

MASTER OF ARTS IN HUMAN EXPERIMENTAL PSYCHOLOGY (M.A.)

This program of study is designed to offer the

qualified graduate student a strong background in experimental psychology enabling subsequent pursuit of doctoral level study and/or teaching in a community college. The emphasis of this program on human experimental psychology, its coordination with the community psychology program, and its rural context are intended to encourage return of those successfully completing their Ph.D. to this or other rural areas.

A minimum of 33 credit hours of graduate study is required for the degree. Applicants who lack sufficient undergraduate preparation in psychology may be required to take additional course work in excess of the minimum credit hour requirements. To qualify for degree candidacy in Human Experimental Psychology, all applicants must pass a qualifying examination and obtain a minimum score at or above the 50th percentile on the verbal ability section of the Graduate Record Examination. Applicants must also obtain a satisfactory score on the advanced Psychology Section of the Graduate Record Examination. A thesis is required and all students must also pass a comprehensive examination in addition to the qualifying exam before being recommended for the degree.

Courses will be chosen on the basis of a students individual needs in close conjunction with a faculty advisor. The following courses would normally be included:

Core Courses

Psy 500	3 S.H.
Psy 501	3 S.H.
Psy 502	3 S.H.
Psy 503	3 S.H.
Psy 504	3 S.H.
Psy 505	3 S.H.

Human Experimental Requirements

Psy 511	3 S.H.
Psy 512	3 S.H.
Psy 513	3 S.H.
Psy 514	3 S.H.

Psy 550 Thesis Research	6 S.H.

PSYCHOLOGY
COURSE DESCRIPTIONS

Psy 500 - Advanced Experimental Psychology

Advanced Experimental Psychology is a modular course, each module providing an intensive survey of a major area of psychological investigation. Two modules: Methods and Systems of Psychology, Learning and Perception, and Experimental Personality, when considered as a unit, comprise a comprehensive review of contemporary experimental psychology. Students will be required to take only those modules for which their past academic records and interviews with advisors suggest deficiencies.

3 S.H.

Psy 501 - Social Psychology

The social psychological perspective from the point of view of the individual. Considers the process of socialization, identity, attitude formation, and change, person perception, and interaction. It will also cover the social psychological aspects of social structure and personality, group processes, collective behavior, and psychological theories of society and deviance.

3 S.H.

Psy 502 - Personality and Behavior Pathology

A contemporary overview of the fields of personality and behavior pathology. The history of abnormal psychology, clinical syndromes, contrasting conceptual models of disordered behavior, applications in schools, courts, and community settings are presented. Emphasis is placed upon the special problems of referral, diagnosis and treatment in rural areas. The course attempts to close the gap between classically defined abnormal psychology and a preventative community psychology.

3 S.H.

Psy 503 - Human Development

Concentration on the interplay of biological, human and non-human environmental variables that shape and direct the process of behavioral development. Study of comparative developmental ethology, perceptual development in human infancy, and the relationship between affective and cognitive development.

3 S.H.

Psy 504 - Experimental Design & Statistical Analysis

Advanced behavioral research methodology will be explored with emphasis on designing experiments which permit the most efficient statistical analysis. Topics include factorial designs, multiple comparisons, correlational techniques, and non-parametric methods. A course in descriptive and inferential statistics is prerequisite.

3 S.H.

Psy 505 - Physiological Psychology

Consideration of the development of human nervous system, human neuroanatomy and neurophysiology. Students will research and present selected information on sensory, motor, attentional, and motivational systems.

3 S.H.

Psy 511 - Human Learning

A concentrated study of the fundamental principles of human learning and memory, with the focus on: simple learning (conditioning); discriminative learning; verbal learning and memory processes; specific and non-specific transfer; attentional processes; perceptual learning; concept formation; problem solving; thinking; language acquisition; and motor skills

learning. The possible role of mediational processes, and age and sex differences are emphasized throughout.

3 S.H.

Psy 512 - Human Information Processing

Emphasis on study of visual perception from information analysis approach: Perception as sensory organization, and psychophysical measurement. Perception as information processing; basic assumptions, figural synthesis, selection in perception, recognition and identification. Perception as spatial organization; perception of space and its development, and perception of motion and movement.

3 S.H.

Psy 513 - Comparative Psychology

In-depth study of the influence of evolutionary processes on behavior within the framework provided by various models of comparative psychology, basic methodology applied to the study of animal behavior, and selected readings which illustrate techniques of observation applicable to research on the field and the laboratory. Recent findings suggesting an important role for imprinting in primate behavior, e.g. aggression, sex, and infant attachment, will be reviewed. Students will be expected to experience a supervised field study.

3 S.H.

Psy 514 - Research Seminar in Community Psychology

Students will discuss their own thesis research as well as current research and application in community psychology. Ethical principles and their incorporation into research design for human experimentation will be stressed throughout.

3 S.H.

Psy 520 - Special Seminar in Applied Gerontology

This course will explore problems of the aged, ways in which the aged are similar to or different from other populations, and appropriate methods of coping with their problems - both from a community and individual level.

3 S.H.

Psy 531 - Individual Cognitive & Social Assessment

Emphasis is placed upon psychological assessment using both traditional and contemporary techniques of interviewing and intelligence testing in rural community settings.

3 S.H.

Psy 532 - Assessment of Personality and Human Interaction

This course is a continuation of Psy 531 which is prerequisite. Advanced interviewing techniques are presented based upon various theoretical points of view. The traditional individual projective techniques and paper and pencil personality scales are included. Contemporary measures of community oriented interpersonal skills are also presented.

3 S.H.

Psy 533 - Community Evaluation

Basic concepts of evaluative research and its applications in community mental health settings are considered. Special attention will be given to the problem of evaluation in rural areas.

3 S.H.

Psy 540 - Individual Methods of Behavior Change

Problem-oriented methods of individual behavior change including brief forms of psychotherapy, behavior modification, and crisis intervention are considered in light of their application in modern community mental health programs. This course

will prepare students for application of these methods during an internship.

3 S.H.

Psy 541 - Group Methods of Behavior Change

Small group process and models of group psychotherapy and sensitivity training are considered in light of their application in moderm community mental health programs. Emphasis is placed on the development of applied group skills by students.

3 S.H.

Psy 542 - Methods of Community Prevention

Modern community mental health services will be considered with special attention to the problems of rural areas. Preventive programming and consultation strategies will be examined in depth. Emphasis will be placed upon application of these methods.

3 S.H.

Psy 550 - Thesis Research

6 S.H.

Psy 560 - Community Internship

The community internship will consist of a minimum of six hundred hours of supervised psychological experience in an approved setting offering community mental health services to the public. Facilities which serve rural areas will be given priority. The internship will normally be completed during one continuous fifteen week academic semester.

6 S.H.

SECONDARY EDUCATION

The Department of Secondary Education provides an important service to the Master of Education programs by offering course work in appropriate areas of study. Students interested in Master of Education programs in English, History, or Mathematics should pursue the following program of instruction.

33 credit hours of graduate instruction

21 hours in the content area of academic discipline

12 hours in teacher education. One course from each of three areas: Educational Foundations, Measurement and Evaluation and Teaching/ Curriculum. One additional education course upon advisement.

Foundations of Education

Ed 531 - Social Foundations of Education
Ed 532 - Historical Foundations of Education
Ed 533 - Philosophical Foundations of Education
Ed 550 - Comparative Education

Measurements and Education

Ed 500 - Methods and Materials of Research
Ed 545 - Analysis and Evaluation of Pupil Growth

Teaching/Curriculum

Ed 593 - Supervision of Student Teaching
Ed 540 - School Law
Ed 547 - Philosophy and Principles of Guidance
Ed 590 - Introduction to Educational Administration
EdEl 528 - Teaching Reading in Content Area - Dev. and Remedial Reading in Middle and Secondary Schools
Ed 548 - Workshops in Newer Media

ADMISSION

Prerequisites: 1) The applicant must present a Bachelor's Degree from an accredited college or university. 2) Since the M.Ed. Degree should represent a broad knowledge of the academic and secondary education fields, students whose undergraduate academic program was not in the area of his academic field or whose undergraduate program did not include teacher education preparation may be required to take additional course work in excess of the maximum credit hour requirements.

ADVISEMENT

1. The Secondary Education and Academic Departments are informed by the Graduate Office of an applicants acceptance.

2. The applicant is assigned or may elect an advisor from both the academic department and the teacher education department. Class cards, etc., requiring both signatures.

3. The comprehensive examination committee is to be comprised of representatives from each department. Actual composition five members. The candidates academic advisor will serve as chairperson of the examination committee; the secondary education advisor will also serve on the committee. The remainder of the committee will be comprised of two members from the academic department selected by the chairperson

of the committee and one member from the Secondary Education Department.

4. The accepting departments periodically meet (graduate faculty) to review program considerations. An annual meeting is suggested.

SECONDARY EDUCATION COURSE DESCRIPTIONS

Ed 500 - Methods and Materials of Research

An introduction to research and its practical application to professional problems with attention given to types of educational research, techniques of gathering data, organizing and evaluating data on a scientific basis, and arriving at reliable conclusions.

3 S.H.

Ed 524 - Learning and Recreation with Handicapped Children (Summer Workshop)

A workshop practicum particularly for those interested in general education to provide background in working with all types of children. The course will combine instruction in and practical application of living and working with handicapped children. The students will work in classroom on campus for several days, then spend the remainder of the time at Camp Daddy Allen, a Pennsylvania Easter Seal Society Camp; living, working, and playing 24 hours a day directly with handicapped children.

6 S.H.

Ed 531 - Social Foundations of Education

The development of new perspectives concerning contemporary educational issues through an examination of the school as a social institution, a study of the impact of world changes, and challenges of the values to be sought through education for a new age in an emerging world community.

3 S.H.

Ed 532 - Historical Foundations of Education

A study of the historical development of American education. European influences of the philosophies and practices of American schools will serve as a background for the course. Emphasis will be placed on the development of education in America as influenced by various individuals and schools of thought. Historical trends will be related to current problems and practices in education.

3 S.H.

Ed 533 - Philosophical Foundations of Education

The development of principles upon which to base instruction, recent developments in scientific methodology, and theories of curriculum and school organization will be considered in this course. Stress will be placed upon the essential phases involved in building an individual working philosophy of education.

3 S.H.

Ed 540 - School Law

This course is an introduction to school law. It deals primarily with laws relating to public schools (both elementary and secondary) in the United States, and concerns non-public schools only in as much as they are affected by general statutes. The course is designed for those persons concerned with the implication of school law and the approach is such that an interested layman can readily grasp the concepts.

3 S.H.

Ed 541 - Selected Topics in Education

Selected Topics in Education is a modularized concept for the study of selected topics in education. These selected topics may be developed to meet the needs of individual school districts.

1-6 S.H.

Ed 545 - Analysis and Evaluation of Pupil Growth

Analysis and Evaluation of Pupil Growth will examine current trends in the development of evaluative instruments in education. Special emphasis will be placed upon the development of teacher-made tests based on behavioral objectives. In addition, students will analyze the strengths and weaknesses of their school's testing and grade evaluation procedures. Students will be shown applications of the modern computer in test analysis. The use of evaluative techniques other than "paper and pencil" tests will be considered.

3 S.H.

Ed 547 - Philosophy and Principles of Guidance

Philosophy and Principles of Guidance is a survey course designed to give the beginning graduate student an overview of guidance as it relates to the present day elementary and secondary school. Emphasis is placed upon the impact that research findings in the behavioral sciences and social forces are having on guidance programs. Units of study include guidance and its position within the power structure of the school, the impact of social forces upon guidance, research in the behavioral sciences, and its subsequent meaning for guidance, the use of tests, vocational guidance, existing guidance programs in local schools, and the future of guidance counseling.

3 S.H.

Ed 548 - Workshops in Newer Media

Workshops in New Media is a modular approach designed to develop competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. The modules are:

8 mm Film Production
Multi Media Production
Graphics Production
Instructional T.V. Production

1-3 S.H.

Ed 549 - An Introduction to Public Relations in Education

A survey of the philosophy and functions of public relations practices and programs in America with special attention to the public schools of the nation.

3 S.H.

Ed 550 - Comparative Education

Comparative Eduction will examine the similarities and differences prevailing within a particular society or culture. The course will also deal with the identification and diagnosis of educational problems, ideals and presuppositions in given societies for the purpose of interpreting by cross-reference to similar patterns in other societies.

3 S.H'

Ed 551 - Instructional Procedures that Facilitate Learning

This course is where the emphasis will be placed on the investigation, development, and experimentation on the instructional strategies within a classroom. Participants will identify a teaching strategy not previously used and will write a proposal which includes the development of the strategy and accompanying material, the experimentation of the classroom activity.

3 S.H.

Ed 552 - Human Awareness and Interaction in the Classroom

Human awareness and Interaction in the Classroom is designed to make classroom teachers more aware of themselves as persons and more sensitive to their roles as group leaders who promote learning in a variety of group situations. Special emphasis will focus upon the development of a personal awareness involving the participants as they perceive themselves and the manner in which they are perceived by others. In addition, specific areas of values clarification in teaching and appropriate facilitative techniques in the classroom will be examined.

3 S.H.

Ed 590 - Introduction to Educational Administration

Introduction to Educational Administration is a survey course designed to give the beginning graduate student an overview of the field of Educational Administration. Units of study include philosophy, definition, function, graduate study, professional relationships, finance, law, curriculum planning, school plant, and community relation.

3 S.H.

Ed 593 - Supervision of Student Teaching

A course addressed to those who are associated with the supervision of student teachers: cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.

3 S.H.

Ed 598 - Research Project

3 S.H.

Ed 599 - Thesis

6 S.H.

SPECIAL EDUCATION

Candidates for the Master of Education Degree with a major in Special Education are expected to be students who are or plan to become professional special educators with advanced emphasis is Mental Retardation/Learning Disabilities with related course concentrations in Communication Disorders, Mentally Gifted, Disadvantaged, Emotionally Disturbed, and Early Childhood Education for the Handicapped.

The program is competency-based and considers the cross-categorical trend in Special Education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with mentally and physically handicapped children in various educational settings. Graduates are prepared for such positions as:

1. Diagnostic/Prescriptive Teachers
2. Resource Room/Itinerant Specialists
3. Supervisors and Curriculum Coordinators for Special Education Programs
4. Educational Consultants for Exceptional Children

Applicants must meet Mansfield State College general requirements for admission to the Graduate Division, and

1. Must hold certification in Special Education (Applicants without certification will be required to make up certain undergraduate deficiency courses in order to qualify.)
2. Must have a departmental interview.

The program is approved to offer teacher certification in Mentally Retarded and Emotionally Disturbed. Also offered are special projects on In-Service and Continuing Education and Mainstreaming Exceptional Children in Regular Classes.

FIELD EXPERIENCE

The program provides opportunity for the application of specialized competencies in a Clinical Practicum internship required of all students. Internships are available in such Special Education settings as the following:

Coudersport Reading Program
Elmira Psychiatric Center
Northern Tier Learning and Diagnostic Center
Intermediate Unit 17 Special Education Program

CURRICULUM REQUIREMENTS

A minimum of thirty (30) semester hours of graduate work in the thesis program or thirty-three (33) semester hours of graduate work in the non-thesis program according to the following divisions:

1. ***Foundations of Education:***
   Research, Social Foundations, Child Development, Learning Theories
   (6-9 S.H. Required)
2. ***Specialization - Special Education:***
   Mental Retardation/Learning Disabilities, Communication Disorders, Mentally Gifted, Disadvantaged, Emotionally Disturbed, Early Childhood Education for the Handicapped
   (18-24 S.H. Required)
3. ***Allied Electives:***
   Elementary and Secondary Education, Psychology, Criminal Justice, and Related Areas
   (6-9 S.H. Required)

SPECIAL EDUCATION COURSE DESCRIPTIONS

SpEd 501 - Psychology of Exceptional Children

Advanced study of personality, emotional, social, and learning characteristics of children who are exceptional in physical development, intelligence, behavior, speech, and hearing. Emphasis on research findings; understanding the psychological problems of these children and methods to facilitate adjustment; attitudes; mental tests and diagnosis; counseling and guidance; and educational implications. Observation of exceptional children.

3 S.H.

SpEd 502 - Administration and Supervision of Special Education

Theory and problems of organization, administration and supervision of special education programs; finance and attendance; physical facilities; budget; needed equipment; community agencies; curriculum development; and research.

3 S.H.

**SpEd 503 - Psycho-Educational Diagnostics*

Principles and practices of coordinated diagnosis of the problems of exceptional children with consideration of the diagnostic implications for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

3 S.H.

SpEd 504 - Guidance for Exceptional Children

Principles, techniques, and organization of guidance services for physically, mentally, and/or socially handicapped. Role of aptitude, intelligence, and vocational testing, counseling techniques, selective placement, including a study of physical, mental, and emotional demands of suitable occupations.

3 S.H.

**SpEd 505 - Mental Retardation*

Intensive review of research pertaining to etiology of mental retardation, classification systems, and diagnostic problems. Included are a study of brain injury, familial retardation, research on learning characteristics, and evaluation of psychological tests. Criteria distinguishing mental retardation from other problems are examined.

3 S.H.

SpEd 506 - Curriculum Practices in Special Education

Basic organization and planning of school programs for the classroom teacher of the mentally retarded. Major emphasis on curriculum development and teaching techniques. Observations arranged in classes for the mentally retarded and other organizational settings.

3 S.H.

SpEd 507 - Work-Experience Programs in Special Education

A study of basic knowledge, skills, and attitudes necessary for planning, implementing, and coordinating work-experience programs for the retarded and otherwise exceptional in the secondary school.

3 S.H.

SpEd 508 - Education of Severly Retarded

Organization of special class and school programs for low functioning retarded. Diagnosis and classification. Development of teaching materials and techniques. Community organizations and parent education. Sheltered workshops. Trends, problems, and issues are considered.

3 S.H.

SpEd 509 - Early Childhood Special Education

Critical study and analysis of early childhood education for the preschool handicapped child. Emphasis on identification and developmental processes; model programs; home-based services; methods and materials. Considers infant-toddler, pre-school and primary programs; team approach; and research findings.

3 S.H.

SpEd 510 - Seminar on Communication Disorders

Advanced study of speech, hearing, and language disorders. Concentrating efforts in the direction of case studies and appropriate investigative activities. The orientation will be multi-disciplinary with exploration and discussion of problems along with procedures and materials necessary for remediation.

3 S.H.

SpEd 515 - Problems in Communication Disorders

Designed to alert teachers to some of the intricate problems confronting public education in the area of communication disorders. Students study accepted practices and procedures in adapting instruction to the child with a communication disorder. Also, the students develop new approaches to educating these children. Prerequisite: SpEd 510 and/or permission of instructor.

3 S.H.

SpEd 520 - Seminar on the Mentally Gifted

Advanced study of nature, characteristics, and educational needs of mentally gifted students. Review of research findings with implications for curriculum development, teaching procedures, and instructional materials. Observation and field resource visitations included.

3 S.H.

SpEd 521 - Creativity and Education

Critical study and discussion of the nature of creativity in a broad range of human endeavors. Emphasis on divergent thinking and its products; problems of identifying and establishing climates or setting for fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project by each student. Prerequisite:SpEd 520 and/or permission of instructor.

3 S.H.

SpEd 525 - Problems in Education of Mentally Gifted

In-depth study of basic conditions operating in the educational and psychological development of gifted children. Students develop curricula with the necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child are investigated. Prerequisite: SpEd 520 and/or permission of instructor.

3 S.H.

SpEd 530 - Seminar on Disadvantaged Children

An advanced study of the socioeconomic, political, and ethnic characteristics of disadvantaged children and youth with particular emphasis on relevant research as it relates to etiology, current corrective programs, and alternate solutions to the ptoblems associated with deprivation.

3 S.H.

SpEd 531 - Education of Disadvantaged

Study of the learning characteristics of disadvantaged children and youth. Particular emphasis will be placed on current educational intervention strategies with the development of additional methods of educational intervention as a goal. Current and relevant research will be considered.

3 S.H.

SpEd 535 - Problems in Education of the Disadvantaged

A study of the educational issues of coping with problems of social, cultural and economic deprivation with particular emphasis on reviewing and designing research studies for resultant training and education of all disadvantaged groups. Prerequisite: SpEd 530 and/or permission of the instructor.

3 S.H.

SpEd 540 - Behavior Disorders

Problems in the education of children with emotional disturbance in regular and special classes, including children whose emotional disturbance is associated with other handicapping conditions. Emphasis upon adaptation of curriculum, methods of instruction, special materials, and adjustment of classroom schedules and environment to meet the children's needs. Case study of an individual pupil and group discussion of report.

3 S.H.

SpEd 542 - Seminar on Behavior Modification

An in-depth exploration of behavior modification for children with behavior disorders, with particular emphasis on behavior characteristics and re-education procedures presently used and anticipated in future programs. Students will be required to conduct behavior modification projects in practicum settings.

3 S.H.

SpEd 545 - Problems in Education of the Emotionally Disturbed

Advanced course in the education of children with behavior disorders. Critical study and analysis of diagnostic procedures, therapy, research, and related problems in Special Education for emotionally disturbed children and youth. Prerequisite: SpEd 540 and/or permission of instructor.

3 S.H.

**SpEd 550 - Advanced Curriculum Development in Special Education*

Advanced study of curriculum development and construction for exceptional children in terms of: (1) analysis of theoretical foundations of differential curricula; (2) development and specifying instructional objectives as anticipated behavioral outcomes; (3) evaluating representative curricula models; and (4) application of principles of curriculum design and contemporary problems.

3 S.H.

SpEd 560 - Problems in Special Education

Intensive study of particular problems in Special Education by use of the seminar method. Approach to problems is to be planned, carried out, and reported on by the student(s) with consultation and guidance from instructor.

3 S.H.

**SpEd 570 - Clinical Practicum*

Supervised professional field experience in a special education setting. Designed to provide a transition between preprofessional and full professional status for the graduate student. Prerequisite: Site selection and arrangement must be approved by faculty advisor.

3 or 6 S.H.

SpEd 580-85 - Special Education Workshops

Temporary special workshops and seminars on contemporary trends, topics, and problems in the field of Special Education. Usually are specifically funded projects utilizing lectures, resource speakers, team teaching, field experience and practicum, new media, and related techniques.
1 to 6 S.H.

SpEd 590 - Learning Disabilities

Considers learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling, and/or arithmetic. Discussion of definitions, etiology, diagnostic problems, and research findings, emphasizing the multidisciplinary approach. Development and evaluation of remedial procedures and materials.
3 S.H.

SpEd 598 - Research Project

A study undertaken by one or more individuals on a problem of special interest; must be approved by departmental chairperson and submitted in acceptable form according to directions given by the Graduate Division Office.
3 S.H.

SpEd 599 - Thesis

An individual investigation of a research problem to be submitted in typewritten form according to the Graduate Division requirements.
6 S.H.

*Required Course in Program

ADMINISTRATION

Lawrence Park - President

Donald C. Darnton - Vice President for Academic Affairs

David P. Peltier - Dean of Graduate Studies

GRADUATE FACULTY

BAYNES, John H.
Professor, Chairperson, Music Department
Mus. A.D., Boston University

BIDDISON, Larry T.
Associate Professor of English
Ph.D., Louisiana State University

BLAIS, Ellen
Assistant Professor of English
M.A., University of Chicago

BLAIS, Wilfred
Associate Professor of English
M.A., University of Connecticut

BLUHM, George P.
Professor, Secondary Education
D.Ed., Penn State

BORODKIN, Irwin
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